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ABSTRACT

In this second year evaluation report of the Lower East Side Preparatory school in New York City's Chinatown, a history of the project is provided as well as information on the characteristics of the program in operation, the evaluation design used for this report, the findings after three trimesters and the recommendations for the recycling of the program. In addition to a detailed program description and listing of objectives, tables are provided with information on characteristics of the faculty in terms of background, education, teaching practices, use of non-teaching time and attitudes. Information on students is also summarized in tables on ethnic breakdown, attendance, achievement levels on standardized tests, academic achievement, credits earned, English language proficiency and attitudes toward school. Appendices include forms used for evaluation including a sample report card. (Author/PR)

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ED142677

EVALUATION REPORT

Final Evaluation Report
Second Year of Operation

LOWER EAST SIDE PREPARATORY SCHOOL :

An Alternative to the Conventional High School Program
(Formerly: C h i n a t o w n A c a d e m y)

B/E F # 17 - 054 72
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The alternative Urban Prep School could not have continued to play its vital role in the lives of its highly motivated urban youth enrollees without continued unstinting, dedicated effort on the part of the teaching staff and streetworkers on the line:

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Sepp Seitz, P h o t o g r a p h y
Jan Ruby, Kevan S. Nitzberg & Tom Hope, A r t

Larry Hester-Bey, Head Streetworker
Check Lim, Streetworker
Gil Oliveras, Streetworker.

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P # 17 - 054 72

Final Evaluation Report - Second Year of Operation

LOWER EAST SIDE PREPARATORY SCHOOL
(Formerly: CHINATOWN ACADEMY)

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A B S T R A C T

OF THE PROJECT

SECOND YEAR
LOWER EAST SIDE PREP
Formerly: Chinatown Academy

State Urban Education
Function # 17-05472
1 9 7 1 - 1 9 7 2

CATEGORY: Alternative Schools for Dropout Urban High School Youth.

Goal and Description. Lower East Side Prep, in its second year of a five-year funding projection through June 30th, 1975, is an alternative 4-year urban high school project for dropout-returnees from the Lower East Side (including Chinatown) that evolved from the Chinatown Street Academy. Its main purpose has been to motivate participants to upgrade and complete their educational skills development, to graduate with an academic diploma, and to go on to higher study, training or useful employment. It was designed to accomodate 80 students in 1971-72, 60% of whom were recent immigrants from Hong Kong and Taiwan. This is a 1/3rd increase over the 60 students in attendance in 1970-71. These dropouts had attended the two feeder public high schools -- Haaren and Seward Park, or were from the Newark Prep experiment.

F u n d i n g . Lower East Side Prep is an experiment in multiple funding -- with $91,338. from the public sector via a State Urban Education grant for teachers' salaries and the instructional program, and from the private sector an almost as large amount (approx. $90,000.) via Break Free Incorporated, a non-profit funding agency representing the community for administration, streetwork and the educational facility which is completely separate from any large public high school.

Questions Asked by Evaluation Design. Five major questions asked by the evaluation were:

(1) Do returnees show 40% improvement in attendance as compared with their last public school record?

(2) Do returnees show at least 25% improvement in every subject area on test achievement?

(3) Do returnees show statistically significant improvement in Metropolitan Achievement Tests in reading and in mathematics (Advanced 1970 edition) scores,

pre-to-post-test compared to their previous academic year before dropping out?

(4) Do returnees acquire 40% or more high school credits toward graduation than during their previous academic year?

(5) Do English-as-a-Second Language returnees gain in English proficiency by more than 33% over their entering scores, on specialized validated E S L tests?

Other aspects of the evaluation were largely descriptive and dealt with the degree of implementation of all program components, and on attitudes held towards the project by student enrollees and the Urban Prep School staff.

Findings of the Evaluation. In response to the above five (5) major questions asked, the findings were as follows:

(1) Attendance improvement (absence reduction) over that of their last public school record was 66.7%, far surpassing the criterion level of 40% improvement required in the design. Stricter rules requiring suspension after 10 absences per trimester, and very strong motivation with building of better self-images provided by the intensive guidance work of the community liaison persons serving as strong positive role models--the "streetworkers," -- were held largely responsible for this relative success. Dropoutism was kept under 25% per term thanks to this major input of the streetworker staff.

(2) Subject-matter teacher-made criterion tests showed only 14+% improvement as a whole pre-to-post-test, thus failing to achieve the 25% improvement, required in the design. Individually 43+% of courses reached this 25% improvement criterion, but only four of these could be rated as "high performer" courses. Inferences on weaknesses in the teacher-made tests, in their teaching of their courses, or both have been made in the body of the report.

(3) Improvement in reading comprehension on the standardized Metropolitan Achievement Test was determined to be highly statistically significant pre-to-post-test within the academic year. Improvement in mathematics problem-solving was also modestly significant though less dramatic. Standardized achievement records from

previous high school years were inadequate for this study.

(4) Returnees acquired 116+% more credits (Carnegie Units) toward graduation at the Prep School than the previous record at public high school. This exceeded by far the 40% improvement called for in the design. And, in fact, 33 students (more than 1/3rd of the enrollment) were graduated with an academic diploma by the end of the 1971-72 school year. Two-thirds (2/3rds) of this number went on to higher education and training.

(5) English-as-a-Second Language students (from Asia and Puerto Rico) gained only 6.2% over their entering scores on the American Language Institute test battery. Even though statistically significant, this gain failed to approach the 33% criterion level demanded in the design. Moreover, N. Y. U. language laboratory experts judged that only 1/5th of this E S L group was ready to successfully pursue a full academic program.

In conclusion, the design criterion was met in three (3) out of the five (5) areas enumerated under study with definitive improvement shown in all areas. The three areas meeting the design criteria were: attendance, standardized Metropolitan Achievement testing, and credits earned toward graduation.

On attitude surveys, students expressed strong positivity for the Prep School program in much the same way as on the same instrument the first year. Teachers continued to express positive attitudes toward the close rapport of this model of Prep School, but again decried the lack of curricular teaching materials, audio-visual aids, and a lack of cohesiveness in working together with fellow staff.

Recommendations. Planning for the third school year 1972-73 has called for expansion of Lower East Side Prep to meet the needs, as the only complete community alternative high school, for 90 dropouts from the Lower East Side (including Chinatown). Curricular experimentation and innovation needs to be greatly expanded, in the attempt to move away from traditional teacher-dominated recitation-discussion and lecture approach to teaching and learning. Furthermore,

greater development of the weakest link in the curriculum -- the English-as-a-Second Language component for Chinese immigrants and others -- is under way. This includes fuller use of the learning laboratory unit in the educational facility with a full-time E S L expert on staff. The area of relatively poor cooperation between the public and private funding sectors of this unique alternative educational program has remained completely unreconstructed; and, is in need of complete reexamination. Overall however, the recycling of this five-year funding projection remains essentially unchallenged as result of this second year Final Evaluation Report, school year 1971-72.

sfw

* * *

I HISTORY AND INTRODUCTION TO THE SECOND YEAR

Purpose Renewed and General Characteristics

The Lower East Side Preparatory alternative school project, in its second year of a five-year funding projection through June of 1975, is designed to provide sustained motivation for dropout-returnees from the Lower East Side community (including Chinatown) in an informal setting with small classrooms conducted in seminar style, a partially innovative curriculum with many elective options which meets the requirements of the New York State Education Department for graduation with academic diploma, a student:: faculty ratio of less than 15 : 1, an open-door policy to contact with administrators and faculty for guidance and problem-solving, a provision for bi-lingual instruction and remediation in reading, a tutorial program for all students, and provision of mediated instruction through use of a learning laboratory facility.

Public-Private Funding Balance

A unique aspect of the project is the anticipated balance achieved between the public and private sector through multiple funding. The State Urban Education -- Quality Incentive Program grant for the school year September 1971 - June 1972 inclusive in the amount of $91,338.00 has been nearly matched by a $60,000.00 grant from Morgan Guaranty Trust Company and residual funds from a $30,000.00 grant from the William H. Donner Foundation.

Break Free, Incorporated -- the Founder and Legal Authority

All private funding is administered by Break Free, Incorporated, the non-profit educational organization administering to the needs of out-of-school youth on the Lower East Side, including vocational and college placement thus extending beyond immediate needs for completion of high school education by participating youth. From its origins in the Young Life Campaign movement, Lower East Side, Break Free, Incorporated, now an independent agency, has been responsible for founding the school from its two antecedent Street Academies in cooperation with the

High School Division of the Board of Education of the City of New York, has constituted itself as legal authority through the Break Free Board of Directors for its operation and physical plant; appointment of its administrators; and, on the community level, hiring of its streetworkers. (The alternative school has no Charter).

The State and the Instructional Component

In line with State Urban Education requirements, the total instructional program of Lower East Side Prep is adherent to New York State requirements for high school diploma through the two "home" public high schools -- Haaren and Seward Park (Lower East Side Prep is itself non-accredited). Accordingly, the state funds pay for a full-time teaching staff of 5 teachers, 1 teacher-coordinator, 1 school secretary, the bulk of instructional equipment, supplies, texts, audio-visual materials, and the built-in evaluation. At the annual rate of $91,338, this amounts to a $1.27 per hour instructional cost, based on 180 school days for 80 students.

Streetworkers and the Community Component

At the level of community involvement, Break Free, Inc. hires the streetworker staff, who would otherwise bear the title: Community Liaison Worker, if publicly funded. These indigenous community workers identify students who have dropped out in the community, help motivate them to want to complete their high schooling via the small alternative school model herein established and provide continuous guidance toward their Urban Prep School placement, parental home contacts, and coordination with health and all other pertinent community agencies. They also help to foster an athletics program for male students, based upon the concepts of traditional competitive team sports.

Theory of Operations

At the February 1972 conference on the alternative school movement at Newton College of the Sacred Heart, Massachusetts, the reported failure of many alternative school experiments through collapse of funding and reabsorption into the public domain gives food for thought about the potential value of Lower East Side Prep as a model Urban Prep School with carefully planned balance between contending public and private support functions, and with clear delimitations of roles between these two sectors. With state supervised responsibility for meeting its standards for curriculum and graduation, as well as for ongoing evaluation, the publicly supported teaching staff and student body are immediately responsible to the privately appointed and funded administration, and relate to the community through the special direct work of the privately employed streetworker staff. Private funds also provide the rented facility so designed and partitioned as to resemble the business-industrial community more than the large metropolitan high school.

A unique position — the publicly funded teacher-coördinator bridges the gap between the contending public and private sectors, reporting to both the Prep School administration the cooperating public high school principals. His work of maintaining student records from the Prep School, overseeing data compilation and ability testing, and helping with curriculum innovation, is a tension reducing role dependent upon considerable personal legerdemain.

The anticipated outcome of these balancing stressful forces is to be a greater flexibility in curriculum and learning options for students, a more innovative model for the Urban Prep School, and a paradigm for public-private experimentation with youth in need of assistance from all forces in the society to which these youth must relate and integrate their longer range goals.

*** End of Chapter I ***

II CHARACTERISTICS OF THE PROGRAM IN OPERATION

Frequent on-site observations (in accordance with Evaluation Objective #5) have made possible the characterization of main operational components of the program with respect to administration, teaching faculty, streetworkers, curriculum, coordination with cooperating high schools and the reimbursible programs unit.

A d m i n i s t r a t i o n

Break Free, Incorporated has employed and funded the three (3) positions of Director, Assistant Director and Guidance Coordinator, each of which is a teaching administrator. That is to say, each position is required to meet with students in conducting instruction daily as well as functioning in guidance and counselling capacities directly with students. In addition, the publicly funded position of teacher-coordinator has provided the project with crucial administrative functions not well performed previously.

The Director or Headmaster as chief executive officer has represented the school to the community and the funding agencies. As director of the faculty, he has convened weekly staff meetings, established the tri-mester system, and conducted student assemblies. He has supervised the streetworker staff. He has conducted classroom observations, employed new teachers, and has signed for all items purchased for the Urban Prep School from the State Urban Education funds. His leadership has produced the 42 page budget porposal to the Office of High Schools for the next school year's State Urban Education grant, and he was to have been the director of a videotape documentary to be produced for the 1971-72 school year, although the documentary was never, in fact, produced. He has assigned himself to teaching sociology for the 2nd trimester.

The Assistant Director or Assistant Headmaster has as chief tactician been in charge of programing for curriculum, class scheduling, teacher records,

all equipment and instructional materials orders for the total program. He has administered the standardized testing program using the Advanced Metropolitan 1970 tests, and has taken charge of the learning laboratory. In all matters, he has reported to and/or represents the Director. He has maintained crucial contacts with community organizations, especially in Chinatown. He has taught philosophy and typing classes.

The Guidance Coordinator has represented the Urban Prep School to the home high schools in matters of student transcript procurement and in details of personal student records. The Guidance Coordinator has been responsible for programing each student for those courses most critical to his needs based on knowledge of diploma requirements and alternative options available. The G. C. has prepared transcripts for re-transmission of records to the home high schools of record, and has been in charge of reporting data to students and parents, largely through the mechanism of report cards issued twice a trimester. The G. C. has taken administrative charge of "In-House" teacher-made achievement testing for each principal subject, administered at start and end of courses on a pre-post-test basis. The Guidance Coordinator's subject of classroom instruction has been English.

The Teacher-Coordinator has served as connecting link between the Urban Prep School and the cooperating high schools by maintaining the permanent records of students in the home high schools. This has entailed direct entree into difficult negotiations with the administrations of the home high schools. The public "home" high schools have been Seward Park and Haaren. The teacher-coordinator has compiled statistical summaries of attendance, achievement tests, midterm and final grade entries, including correlation studies showing that teacher-determined grades given students upon completion of course work are not correlated with standardized achievement test scores. The teacher-coordinator has taken administrative responsibility for English Proficiency Testing through the services of the New York University Language Laboratory of the American Language Institute, and other forms of Learning Disability Testing conducted at Pace College. He has represented the Urban

Prep School at regional conferences on the alternative schools movement. He has confronted students in elective courses in Urban History and in Cultural History.

Faculty and Teaching Staff

Nineteen (19) persons, equivalent to 9.0 teaching positions, are involved in the education of over eighty (80) dropout-returnees. Five (5) of these are full-time teaching positions funded by the State Urban Education grant as "Certificate of Competency" persons. A sixth State Funded "C-O-C" position is the quasi-administrative teacher-coordinator position. This State Funded faculty group comprises nearly 5½ teaching positions, or enough to cover 3/5ths of the courses given. The remaining approximately 3½ positions are part-time, volunteer, and student-teaching assignments, mostly for "minor" courses and electives, and includes courses given by the three administrators as part of their function. Table 1 gives the breakdown of faculty by sex, age, ethnic distribution, and teaching positions. Each course taught is equal to 0.2 of a teaching position.

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Insert Table 1
(See Page 7)

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Table 2 represents upbringing and education of 18 lf the 19 faculty who responded to these items. Only 4 were brought up in New York City, the others in parts of the U. S., Puerto Rico, China and Europe.

A high school education featured the highest attained certificate as frequently as a baccalaureate degree, including one C-O-C teacher and all street-workers. Three (3) C-O-C's had master's degrees of the 4 earned. All degrees were earned in U. S. colleges and universities. All high school graduates were enrolled in college level training.

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Insert Table 2
(See Page 8)

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Table 1

CHARACTERISTICS OF THE FACULTY
BACKGROUND AND EMPLOYMENT[1]

Sex	Age Range		Ethnic Background
15 male	15	20 - 30 years	Representative of all groups found in the student body -- Black, Puerto Rican, Chinese, Caucasian.
4 female	3	31 - 40 years	
	1	41 - 50 years	
19 = Total	19 = Total		19 = Total

Faculty Position	No. of Teaching Positions
3 administrators	1.0
1 teacher-coordinator	0.4
5 full-time State Urban Ed. funded teachers	5.0
3 part-time Break Free teachers	1.6
2 part-time volunteer teacher/tutors	0.4
2 student teachers (art only)	0.4
3 streetworkers	0.2
19 = Total No.	9.0 = Equiv. Teaching Positions

[1] Tables 1 -through- 5 based on structured faculty interview with special form.
See Appendix C for this special: "FORM FOR FACULTY SURVEY."

Table 2

CHARACTERISTICS OF THE FACULTY
UPBRINGING AND EDUCATION

Data from N = 18

Where Brought Up

New York City	4	Puerto Rico	1
New York State	2	People's China	2
Other East US	3	Hong Kong	2
Southern US	2	Taiwan	0
Midwestern US	1	Germany	1
Western US	0		

Type of Upbringing

Urban	11
Suburban	2
Rural	2
Farm	2
Other or No data	1

Highest Degree Earned

High School Diploma	7
Baccalaureate Degree	7
Master's Degree	4

Year of Degree

70's	3
60's	7
50's	1
	11 = N

Location of College or University

U. S. = 11 = Total group

Full-time State Urban Education Funded Subgroup
Highest Degree Earned (N = 6)

High School Diploma	1
Baccalaureate Degree	2
Master's Degree	3

Major Subject in College (N = 17)

English	2		
History	2		
Sociol.-Anthropology	1		
Theology	2		
Reading	1		
Library Science	1	Spanish	1
Mathematics	1	Tailoring	1
Engineering Science	2	Art	3

Full-time State Urban Education Funded Subgroup
Major Subject in College (N = 6)

English	0
History	1
Theology	1
Library Science	1
Engineering Science	2
Spanish	1

Teacher Training (N = 18)

Yes - 7 No - 11

If Yes, How Many Years?

Less than 1	4
From 1 to 2	0
From 2 to 3	1
From 3 to 4	1
From 4 to 5	1

Full-time State Urban Education Funded Subgroup
Teacher Training (N = 6)

Yes - 2 No - 4

If Yes, How Many Years?

Less than 1	1
5 Years	1 (outside of U.S.)

Table 3 describes teaching practices based on staff self-evaluation by questionnaire survey. It clearly shows continuation of the domination of strongly teacher-led didactic approach utilizing recitation-question/answer discussion and lecture method close to 90% of the time for the full-time C-O-C teachers in the major subject areas, and to about 60% of the time for electives and minor courses. Clearly there is a markedly higher rate by several times of the use of demonstration techniques and project method among the elective and minor courses--including photography, art, typing, calligraphy and ethnic studies than for the academic major subject areas. A lack of special materials and teachers relating to the pressure upon them to cover ground and meet state syllabus requirements may be related to some of this difference. Both groups of teachers responded to very low levels of use of seminar and intra-student interaction techniques including peer tutoring, very low levels of independent self-study, and only slightly greater amounts of group-paced silent study and tutorial sessions within class periods. The varied use of audio-visual media and materials remained almost vanishingly small for the faculty as a whole.

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Insert Table 3
(See Page 10)

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Homework is regularly assigned by the majority of teachers, especially C-O-C teachers; more sporadically by others with a median of 3 times weekly as typical.

Curriculum practices that seemed to work have included the lecture and recitation for assign and test routine, mentioned over and again. Peer tutoring as a type of subgrouping and independent study have been mentioned several times as curricular practices that don't seem to work.

Tutorial periods are apparently used for tutorial work about 40% of the time according to those who responded to this item, and conference time about 40% also. Twenty percent (20%) of this time remains unaccounted for by the 4 C-O-C teachers

Table 3

CHARACTERISTICS OF THE FACULTY
TEACHING PRACTICES UTILIZED

Teaching Methods Used by Self-Estimation Adjusted by Observation	Percent of Classroom Time	
	Total Group (N = 15)	State Urban Ed. Funded Group (N = 6)
Recitation Ques & Ans.	30	40
L e c t u r e	30	50
Demonstration	15	< 05
Group Silent Study	10	05
Independent Self Study	< 05	trace
S e m i n a r	< 05	trace
Class Tutorial	< 05	trace
Student-Student Discuss.	trace	Not Reported
Peer Tutoring	trace	Not Reported
Project Method	< 05	< 05
Audio-visual Mediated	05	< 05
O t h e r	Not Reported	Not Reported
TOTAL = Approx. 100%		

Homework Assigned	No. of Teachers Responding (N = 16)
Regularly	9
Sporadically	4
NOT Assigned	3

If Assigned, No. of Times per Week per Course

Times per Week	Teacher Frequency
1	3
2	1
3	5
4	2
5	2

Curriculum Practices that seem to Work Well (in descending order mentioned)	Curriculum Practices that Don't seem to Work Well (in descending order mentioned)
Question & Answer	Sub-grouping
Lecture & Question	Peer Tutoring
Assign & Test	Homework
Assignments	Independent Study
Reviews	Student Contracts
Student-led Lessons	Group Silent Study
Reading Books to be Telecast as Rerun Films	Audio-visual Aids
Audio-visual Aids	Assign and Test
Sub-grouping	Structuring, Deadlines & Discipline
Peer Tutoring	***

responding. Again, these same C-O-C teachers accounted for about only 40% of the Preparation period as time used in preparing for teaching following classes. These two periods daily then represent a grey area as far as time utilization is concerned for those state funded teachers responsible for working during those two time slots, as shown below in Table 4.

The areas listed under innovative practices which included group discussions conducted by C-O-C teachers and weekly planning ahead by part-time teachers, hardly merit that classification. The fact that twice as many C-O-C's (4) reported no formal teacher training as those teacher trained (2) with similar figures for the total faculty, may be at least tangentially related to this relatively unproductive area.

Responses to inquiry about curriculum and educational centers visited this school year possibly related to innovation and experimental practices yielded answers referring to visits to regular public high schools, curriculum or education libraries, community action projects and guidance centers. In general, 3 C-O-C's and 7 part-time staffers reported that no centers were visited.

Five (5) C-O-C's and ten (10) part-time staffers reported that no other model alternative schools were visited. This despite the availability of the Haaren minischools and other Urban "Prep" Schools in the area.

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Insert Table 4
(See Page 12)

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Table 5 details the attitudes held by staff toward co-workers and students on a 5-point scale from very positive to very negative attitudes. In general, privately funded part-time, volunteer and student-teachers plus administrators held rather more strongly positive attitudes than full-time C-O-C teachers who tended more toward a neutral center of the attitudinal scale.

As has been reported in the Final Report for the first year (1970-1971), degree of coordination among teachers continued to remain nominal.

Table 4

CHARACTERISTICS OF THE FACULTY

USE OF NON-TEACHING TIME
AND SPECIAL PRACTICES
SURVEYED

	Percent of Period in Use	
Conference/Tutorial Period Time in Use:	Part-time Faculty N = 4	State Urban Educ. Teachers N = 4
Conference	30	40
Tutoring	50	40
Unaccounted for Time	20	20
Preparation Period Time in Use:		
Preparation	40	40
Reference	30	0
"Research"	15	0
Eating	10	10
Unaccounted for Time	5	50

	Number of Faculty Members in Each Activity	
School Practices in Use Claimed as Innovative	Part-time Faculty N = 5	State Urban Educ. Teachers N = 5
Small Group Discussions (Subgr.)	1	1
Individual Student Oral Reporting	0	1
Field Tripping	0	1
Weekly Planning; Planning Ahead	1	0
Student Role Playing; & Self-Eval.	1	0
None	2	2

	Number of Faculty Members in Each Activity	
Curriculum and Education Centers Visited This School Year	Part-time Faculty N = 11	State Urban Educ. Teachers N = 6
Regular High Schools	1	1
Language Lab; Diagnostic Lab.	0	1
Bd/Ed. Curric. Library; College Educ. Library	0	1
Community Action Projects	1	0
Subject Matter Specialists	1	0
Guidance Depts. - Bur. Vocat. Guid.	1	0
None	7	3
Other Alternative Schools Visited This School Year		
Other Prep. Schools; Street Academies; Rehabilitation Centers	1	0
Through Correspondence with Other Alternative School Projects	1	0
Haaren Mini-School Complex & Alternative Schools Educ. Conf.	0	1
None	9	5

Education was seen as a long-term professional commitment by three(3) of the Certificate-of-Competency teachers and by seven (7) of the part-time, privately funded staff. In terms of long-range decisions, 6 faculty members hoped to be engaged in teaching or educational administrative positions 10 years from now.

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Insert Table 5
(See Page 14)

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S t r e e t w o r k e r s

Again for the second year, there are three streetworkers, one each drawn from the Chinese, Black and Puerto Rican ethnic groups. They each hold a high school diploma. As employees of the Lower East Side community organization sponsoring the alternative prep school, they are responsible to Break Free, Incorporated through the Director or "Headmaster" of the Prep School. There has been no formal training, but each streetworker has come back from his own encounter in the ghetto, retaining contact with all essential community organizations and services. Parental contacts are also carried on through the streetworkers. Since the cooperating high schools have not provided even part-time services of the dean or guidance staff in direct contact with Lower East Side Prep students, streetworkers have had to subsume some deanship functions, and have taken leadership in the internal discipline of the Prep School.

During the teaching day, the head streetworker has given the course in Hygiene, emphasizing those aspects of drug abuse prevention and sex education appropriate to the needs of Lower East Side youth, and in conformity with New York State Education Law.

Streetworkers have been central in the taking of attendance, on a period-by-period basis (There is no home room or "Official Class" period), in each subject period.

Table 5

CHARACTERISTICS OF THE FACULTY

ATTITUDES HELD AMONG STAFF

Attitudes Towards:	By Administrators, Streetworkers, "Break-Free" and Part-time Teaching Staff (N = 12)					By State Urban Education Funded Faculty (N = 5)				
	5	4	3	2	1	5	4	3	2	1
Administrators	6	5	—	—	1	1	2	1	—	1
Fellow Teachers	7	5	—	—	—	1	2	2	—	—
Streetworkers	6	3	2	1	—	1	2	1	—	—
Students	9	2	1	—	—	2	3	—	—	—

Attitudes Ranked on a Five Point Scale:

5 = Very Positive
4 = Positive
3 = Neutral or Indifferent
2 = Slightly Negative
1 = Quite to Very Negative.

Degree of Coordination with Other Faculty

	Part-time Break Free Funded Faculty (N = 12)	State Urban Education Funded Faculty (N = 6)
Very much	3	1
A little	7	5
Nil or None	2	0

To the Extent that Coordination Does Occur, What Does It Consist Of?	Planning Observation Evaluation	Student Evaluation Conferences
Regard for Teaching	(N = 11)	(N = 5)
Teaching is:		
An Interim Job	0	1
A Long-Term Professional Commitment	7	3
Can't Decide	4	1
10 Years from Now, Expect to be Doing:	(N = 11)	(N = 5)
Ed. Administration	2	1
Teaching	1	2
Guidance	1	
Volunteer Tutor	1	
Raise Family	1 (female)	
Photography	1	
Undecided	4	2

Internal coordination of streetworkers is most closely tied to the functions of the position of a Guidance Counsellor in following through each student with his program and with periodic home contacts. Weakest area of streetworker coordination was reported to be with classroom teachers who vary so widely in their attention to school rules for student deportment as to constitute a problem for streetworkers in some cases.

Finally, the streetworker staff has been highly instrumental in any field trips into the community, and has also taken full leadership in the organization of a school athletics program with emphasis on an intramural competitive basketball league with other alternative Urban Prep Schools. The intramural athletics program has been based upon traditional competitive team gamesmanship.

Student Body

Composed entirely of dropout-returnees from the Lower East Side, approximately one-half of the current student body of some 85 enrollees had been in attendance part of the 1st year of operation of the Urban Prep School. The Evaluation Design and Program Proposal to the New York State Education Department for the second year of operation called for a 33% increase in student enrollment from 60 to 80 students in September 1971. Accordingly, 104 applicants were initially given the Advanced Metropolitan Achievement Test Battery (new 1970 edition) for Reading (Tests 1 & 2) and for Mathematics (Tests 5, 6 and 7). Nearly 90 students began attending the second year's classes in September 1971 with 84 of them completing the 1st of 3-trimesters in December of 1971.

In accordance with the design requirement that 60% of the student body represent the Chinatown part of the Lower East Side community, a statistical breakdown revealed that only 52 (50%) of enrollees were ethno-racially of mongoloid stock, and that the 39 Chinese who received grades at end of the 1st trimester represented only 46.4% of the then student body of 84. This under-registration below the 60% criterion level for ethnic Chinese students for 1st and 2nd trimesters is amply shown below in Table 6.

The review of the ethnic balance for the 2nd trimester beginning January 1972 revealed that 12 of 24 new enrollees were Chinese, and that by the end of the 2nd trimester in March 1972, only 34 (45.3%) were of Chinese background, as shown in Table 6. Seventy-five (75) students completed the 2nd trimester and received final grades. Three (3) of these were graduated, leaving the residual student body at N = 72.

The third trimester opened just before April 1972 with 22 new students registering to bring the student number up to 94; five (5) of them part-timers. Most of these new enrollees were Chinese, so that the percentage (up to 57% with part-timers) practically restored their balance to the 60% level required in the Program Proposal and Design. (See Table 6).

Table 6

ETHNIC BREAKDOWN OF ENROLLMENT
AT LOWER EAST SIDE PREP 1971-72

	Total on Register[1] No. (%)	Chinese No. (%)	Black No. (%)	Puerto Rican No. (%)	Other No. (%)
1st Trimester Sept-Dec/'71	88[2] 100	40 45.4	21 23.8	14 15.9	13 14.7
2nd Trimester Jan-Mar/'72	75 100	34 45.3	16 21.3	14 18.6	12 16.0
3rd Trimester Apr-Jun/'72	86[3] 100	44 51.1	15 17.4	15 17.4	12 14.0

[1] In continuous attendance all 3 trimesters = 47.

[2] Returnees from 1970-71 = 55
New Enrollees 1971-72 = 33.

[3] Full-time students only; 5-part-time not entered in Apr.'72 listing.

Criteria for admission were hammered out in a 15-point document by the faculty including streetworker staff and Break Free Board of Directors. These were designed to limit the alternative school to those dropout-returnees the administration could expect to be able to deal with. The document was readied at the start of 1972.

These criteria included: minimum reading level equivalent to middle elementary school (lower for foreign born) and maximum reading level not to be above that for junior high school. Referrals for admission have to be accompanied by transcripts of former school work. Re-enrollment from trimester to trimester is to be dependent upon earning credit in more than one-half of courses taken the term before. Applicants are to be voted for admission by an Admissions Committee if the above criteria are met. Use of narcotic drugs, excepting those on a supervised program of methadone maintenance, is disqualifying, and if occurring after admission, subjects the participant to immediate dismissal. Smoking of tobacco is permitted only in non-classroom areas. The resulting Urban Prep School as observed during its second year, and as confirmed by reports of administrators and streetworkers, is one of the few drug-free schools in New York City--all the more remarkable from the backgrounds of its student body.

Admissions policy and procedures are detailed in Appendix E of this report.

C u r r i c u l u m

The school year has by student petition and faculty demand again been continued on a trimester basis, after a brief period in September 1971 of restoration to the 2-semester system. The purpose was to allow the students who have already lost a year or more from their careers by dropoutism to recapture as many credits as possible toward graduation in one school year. A number of seniors would not otherwise have opportunity to graduate by June of 1972. Cutting from classes is penalized by a formula equivalent to one-half absence, and lateness is equivalent to one-quarter absence in penalty. Other infractions are dealt with by a point system modelled after State Motor Vehicle regulations, and rendering a student who accumulates 10 points eligible for suspension.

A seven period student day plus a lunch break continues as the basic instructional unit of time with 5 major subject periods, an elective subject, and a tutorial period. Periods have been of 40 minutes duration, running from

8:15 A.M. to 1:25 P.M. There have been no home room and no double periods.

Table 7 lists the course offerings for the 1st and 2nd trimesters, each of 24 weeks duration. The great majority of courses are seen to be those required for high school diploma with total offering at or above 33 courses per trimester. The four major studies groups were from the English language, mathematics, sciences, and social studies disciplines. Thus the curriculum tended to reflect discrete areas in a formal or traditional framework.

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Insert Table 7
(See Page 19)

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Curriculum innovation has remained a somewhat deficient area. A film program was inaugurated for the second trimester, but reports on its use have not been received. The system of school-wide field trips which failed the first year has not been repeated except for several individual teacher-led class trips. Audiovisual materials and the language learning laboratory room remain as underutilized areas, as does individualized or class group uses of programed instructional materials. The trust company which donates extensive funds to this program through the Break Free non-profit community organization, and which has repeatedly offered programed materials in launching one typing course through the auspices of its own extensive Training Division, has been remiss again this second year in implementing this course.[1]

Individual student study projects have been reported on the increase during the second trimester, but formal reporting on this area is wanting. An intramural sports program has grown during the second trimester, under the direction of streetworkers and featuring basketball contests with other alternative Urban Prep Schools. All sports/physical education programs take place "off campus" and have not been observed by the evaluation agency.

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[1] Training Division, Morgan Guaranty Trust Company.

Table 7

COURSES OFFERED AT LOWER EAST SIDE PREP -- 2nd YEAR

1st Trimester (September-December 1971)	
21 Required Major Courses	# of Students
English I	12
English III	20
English V	25
English VII & VIII	16
Lang. Arts I (bilingual)	8
Lang. Arts II (bilingual)	7
General Math I	11
Geometry I	17
Trignonometry I	11
Algebra I	21
Algebra II	14
General Science I	9
Biology I	18
Biology II	5
Chemistry I	13
Chemistry II	9
Physics I	7
World Geography I	10
World History I	17
U. S. History I	19
Economics	29
Ave. No. of Stud./Class	14.2
12 Elective & Minor Courses	
Spanish I	7
Spanish II	9
Spanish III & IV	5
Spanish V & VI	7
Chinese History I	7
Black History	2
Psychology	17
Urban Economics	4
Humanities	2
Art	22
Photography	20
Hygiene	21
Ave. No. of Stud./Class	10.3
Student N = 88	

2nd Trimester (December 1971-March 1972)	
22 Required Major Courses	# of Students
English II	16
English IV	12
English VI	21
English VIII	11
Lang. Arts II (bilingual)	4
Lang. Arts III (bilingual)	5
General Math II	5
Geometry II	11
Trigonometry II	11
Algebra I	9
Algebra II	13
General Science II	8
Biology I	4
Biology II	16
Chemistry I	15
Chemistry II	13
Physics II	3
World Geography I	12
World Geography II	10
World History II	15
U. S. History II	10
Economics	13
Ave. No. of Stud./Class	10.8
13 Elective & Minor Courses	
Spanish I	7
Spanish II	12
Spanish III	10
Spanish IV	4
English Reading	8
Chinese History II	4
Black History	5
Sociology	19
Urban History	11
Typing	8
Art	8
Photography	9
Hygiene	12
Ave. No. of Stud./Class	9.0
Student N = 75	

Coordination with Cooperating High Schools

Two large metropolitan Public High Schools have been custodian to the bulk of permanent record cards and folders of the majority of Prep School enrollees who had dropped out of these two institutions. These "home" high schools have cooperated with the as yet unaccredited alternative Urban Prep School in awarding credit for all courses passed, and they have issued diplomas for those completing sufficient units of passed work to qualify them for the academic diploma. The agreement with the two high school principals for this process was negotiated during the first year of operation by the High School Projects Office of the Board of Education, City of New York in its overall supervisory role of publicly funded programs. Actual implementation of record-keeping and record entry in the record rooms at the home high schools devolves upon the Teacher-Coordinator whose assigned time at the home high school (in lieu of classroom assignment) allows him to work cooperatively with the school Guidance Counselors, Deans, and other Central Office staff.

Although in theory, the guidance and counseling staffs of the home high schools were to be available to the Prep School for helping students with their problems, in practice the distance of the home schools and the burden of thousands of student to their staffs have rendered such assistance only theoretical. This functional unavailability of guidance and counseling at the home high schools has persisted this second year as well as the first. Such guidance and counseling as has been performed at the Prep School (a non-instructional program component--not funded by the New York State Urban Education grant) has continued to be performed within the Prep School almost entirely by the privately funded administrative staff (the Director, Assistant Director and Guidance Coordinator) working with its privately funded cadre of dedicated streetworkers.

In the first year, the teacher-coordinator was assigned from one of the "home" high schools, but did not function fully in coordination, and that little only at one of the two high schools. In this second year of operation, the home high schools have failed to assign any person, and the teacher-coordinator has

thus been employed from outside the city teaching staff as a Certificate-of-Competency position with the accession of the principals of the cooperating high schools. The result has been a very great improvement in the keeping of records at both the Prep School and both home high schools; a great improvement in the testing program for learning disabilities; and, a high level of satisfaction on the part of the administration with the quality of this work--including the representation of the school to the educational community in area-wide conferences attended by the teacher-coordinator.

The activities of the Prep School have not been considered well-reported to the cooperating home high schools in the first year, and in fact, no experience from Lower East Side Prep was tapped in the creation of the "Haaren Mini-Schools Complex." In this second year, a closer level of informational contact has been achieved, but no particular actions have been taken through Spring, 1 9 7 2.

In one area of contention, the two home high schools have continued receiving per pupil state aid for those who have returned to an educational program at Lower East Side Prep. These enrollees are officially carried on the home high school register in an empty class--the supposed point of origin. Yet, no faculty time has been given to the Urban Prep School by the Public High School administrations, even in the face of a great need for services of a reading specialist or of an English-as-a-Second Language specialist.

A third school whose operations include those on the high school level has agreed to accredit certain course offerings and grant diplomas in specially approved cases. This is the private Dalton School. Closer general cooperation between Dalton and the Lower East Side Prep School has been sought, but to date has not been well implemented.

Coordination with Reimbursible Programs Unit

As in the first year of operation, various problems have arisen with respect to payment of state funded teaching staff and with respect to purchase of educational materials and equipment budgeted for and specified in the yearly State Urban Education Program Proposal, as approved at Albany.

The school year 1971-72 saw the imposition of the new Forms 25-3000.00.9, Position Control Sheets (copies in sextuplicate for use in decentralized programs) which covered Certificate-of-Competency (C-O-C) positions employed by this project. As result of last minute changes, teachers were not paid until the latter part of the second month (October) resulting in severe financial burdens as well as morale problems. At this point, Break Free, Inc., the private funding organization having legal and fiscal responsibility to the Urban Prep School stepped forward and advanced funds to teachers against their salaries.

Equally distressing to the implementation of the innovative aspects of the course offerings for the second year has been the very considerable delays and difficulties encountered in using up funds for the materials and equipment planned for the second year. These materials, crucial to the development of mediated instruction, audiovisual assistance to teachers and students, and to proper operation of the learning laboratory facility at the Prep School have been beset by many problems. These include changes in forms used from those in use at initiation of the program. Currently used are the "Reimbursible Program Purchase Order" forms 25-2745.01.9 100M 3-71 which must be prepared in octuplicate. An originally stated $25.00 minimum order requirement per "R. P. P. O." form was at one point stated as changed to $50.00 minimum per order, cancelling in one fell swoop many prior orders. Conflicts arose out of interpretations as to what was programed materials, audiovisual materials and equipment. Orders filling more than one sheet were pulled apart, parts returned to the Prep School or misplaced. Equipment orders were denied in

mid-year on the grounds that multiple bids had not been submitted even though no such communication had been given to these modestly funded projects during the first year or earlier for this second school year. Because some vendors have not been paid for long periods, at least one has announced refusal to deliver the balance of a large order to the Prep School, or to do further business with the School System. The processing of all orders through the High School Projects Office, both on its way up to the Reimbursible Programs Unit of the Board of Education, City of New York and back down, instead of directly to the Prep School, could well be reexamined.

With the school year drawing to a close, the unsuccessful attempt to push through budget modification requests to rapidly use up the allocated funds for instructional materials and equipment leaves the project underequipped, frustrating the implementation of innovative practice and retaining an unjustifiable and sizable unused amount of $12,130. to be tansferred to other programs to the detriment of the Urban Prep School, the concept of alternative education, and its motivated cadre of low S-E-S student-returnees.

*** End of Chapter II ***

III EVALUATION DESIGN, OBJECTIVES AND MEANS OF MEASUREMENT

As submitted and later approved in the document forwarded to the State Education Department, Spring 1971, the 5 program objectives and the evaluation methods, procedures and instruments used to evaluate each are abstracted below for the second year of operation of the project.

Objective 1.

To provide 80 disadvantaged potential and actual high school dropouts in the Chinatown-Lower East Side area of New York City with an educational program that will result in at least 40 percent improvement in the 1971-72 school year attendance as compared to attendance of the same students during the previous academic year, as determined by examination of both sending high school and Prep School attendance records. The exception will be Prep School students continuing on for a second year who will maintain an attendance record equivalent to that achieved in this alternative school during their first year.

Method and Procedure: The extent to which implementation of the first objective has led to improved attendance will be assessed by examination and recording of the home high schools and Lower East Side Prep School attendance records for students in their first year at the Prep School. Means and standard deviations will be calculated and listed for comparative rates of absence for the two comparison years. Either a correlated t - test or an appropriate non-parametric statistical test will be computed. Statistically significant differences between the 1971-72 school year and previous year of public school attendance is expected.

Objective 2.

To continue an educational program that will enable 80 potential and actual dropout-returnees to manifest an improvement of 25-50% in academic achievement in every major subject area as measured by commercially available achievement tests

in widespread use, administered on a before-to-after basis. These same students will also manifest a statistically significant rate of improvement in reading ability as shown on the revised Metropolitan Achievement Tests, Advanced 1970 edition compared to reading test scores shown by these same students during previous years.

Method and Procedure: The extent to which the Prep School program has led to manifest improvement in academic achievement in every major subject area will be determined by widely used commercially available achievement tests keyed to each subject area. The extent to which the program has resulted in statistically significant rate of growth in reading ability will be determined by a major standardized achievement test.

The achievement test in each subject area, selected at the start of the school year, will be administered as a pre-test at the beginning of the year's program and as a post-test at the end of each course subject content in order to determine the extent of student progress made through the duration of course content. It is expected that students will show an improvement of 25-50% from pre-test to post-test.

Scores attained on the revised Advanced Metropolitan Achievement Tests, 1970 edition by Prep School students will be analyzed and compared to scores obtained by the same students in the previous year of Public School record prior to their dropping out. Students for whom comparative data is available are expected to manifest a statistically significant rate of improvement for the 1971-1972 school year compared to the previous year of record for these same students. Where previous data are missing, the Metropolitan Achievement Test Battery for reading and arithmetic areas, Advanced 1970 edition, will be given as pre-test and as post-test at the beginning and again at the end of the 1971-72 school year.

Means and standard deviations will be calculated and listed. A correlated t test or an appropriate nonparametric statistical test will be computed

on the Metropolitan Achievement test data. In all cases, statistically significant differences are expected.

Objective 3.

To enable 80 disadvantaged potential and actual dropout-returnees to make progress toward their high school diploma by acquisition of from 40%-60% more high school credits toward graduation compared to the number of credits acquired by the same students during the previous academic year. The exception will be Prep School students continuing on for a second year who will maintain a level of credit acquisition equivalent to that achieved in this alternative school during their first year.

Method and Procedure: The extent to which the students in the Prep School program for their first year have acquired at least 40% more high school credits toward graduation will be determined by counting the number of courses credited in the current year at the Prep School with the number of courses credited on their permanent record forms at the home high school for their previous year in attendance before dropping out. For second year enrollees, number of credits earned will be listed side by side for the two years at the Prep School.

Means and standard deviations will be calculated and listed. A correlated t test or an appropriate nonparametric statistical test will be computed on the comparative data from the two school years. Statistically significant differences are expected in the first instance for new enrollees; no significant differences are expected for second year students.

Objective 4.

To provide all non-English speaking or bi-lingual students in the Prep School program with instruction that will result in at least a 33% gain in proficiency in English as measured by either a standardized test or a professionally developed experimental English language proficiency measure for English-as-a-Second Language students administered to on a before-to-after instruction basis by the

teacher-coordinator or Language Arts subject supervisor.

Method and Procedure: The extent to which bi-lingual students have shown at least a 33% gain in proficiency in English will be measured by a standardized test or a professionally developed experimental English language proficiency measure for English-as-a-Second Language students.

The above described standardized or professionally developed language proficiency instrument will be administered as a pre-test at the beginning of the program and as a post-test at the end of the program year in order to determine the extent of progress made by non-English speaking and bi-lingual students exposed to special remedial language arts and language laboratory instruction. An average gain score of at least 33% among these students from pre- to post-test is anticipated.

Means and standard deviations will be calculated and listed. A correlated t test or an appropriate nonparametric statistical test will be computed on the comparative pre- and post-test data. Statistically significant differences are expected between pre-test and post-test.

Objective 5.

To implement the Prep School's structured program and innovative curricular components aimed at credits toward graduation and academic rehabilitation being continued for disadvantaged students of the area with its 5 hour daily schedule of 5 major subject classes, 1 tutorial class and 1 elective class; and with its supplementary community-to-school services rendered under the supervision of Community Liaison Workers. An important part of this implementation objective and the implementation of Objective # 4 will be the complete utilization of a Language Laboratory facility under development during the first year of the program 1970-71.

Method and Procedure: To describe the scope, organization and extent of implementation of the innovative curriculum under development at Lower East Side Preparatory School during the 1971-72 academic year. Included in this aspect of

the evaluation will be the assessment of student attitude, teacher attitude, and the statements made by administrators, Community Liaison Workers and community agencies.

School records and documents will be reviewed. Classrooms will be observed and faculty meetings attended throughout the school year. Interviews in depth will be conducted with administrators, Community Liaison Workers (called "Streetworkers" at the level of operation in the Urban Prep School), and other staff. A biographical data form will be completed on every teacher. All students will be surveyed by questionnaire form regarding their attitudes toward attending the Lower East Side Preparatory School. All facilities and curricular materials will be examined in considerable detail.

Descriptive analyses will be made of the findings from these above-described diverse components. Where appropriate, frequency of response and content analysis will be presented by means of tables or charts with descriptions.

*** End of Chapter III ***

IV FINDINGS OF THE THREE TRIMESTERS

As distinguished from the descriptive observations of the program in operation and its problems as elaborated in the preceding sections, Chapter IV focuses on "hard data" obtained, in accordance with evaluation objectives #1 through #5, inclusive as listed in Chapter III.

Attendance for Evaluation Objective #1

Attendance records for the three trimesters have been completed for the 14 week attendance time blocks September - December 1971, December 1971 - March 1972, and March - June 1972. The number of available complete student records for these 3 trimesters has been N = 69, N = 59 and N = 58 respectively. The average data summaries appear below in the Triple Study Table #8. This shows that the mean absence rate for the first trimester of 6.1 days tended to increase slightly to 7.5 days mean absence rate per student for the second trimester, and to 7.7 days for the third trimester. The total for the school year was 21.3 days.

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Insert Table 8
(See Page 30)

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The city-wide absence rate (1971-72 school year) of 50.8 days--academic high schools and of 39.8 days--vocational high schools, is certainly very much greater than twice that of the Urban Prep School as Table 8 shows. Two important intermediate variables that influenced attendance at the Urban Prep School to lower absence rates have been identified:

(1) Students exceeding 10 days absence per trimester were placed under automatic suspension by the Student Rules in force for 1971-72; their individual cases then investigated with home visits by the streetworker staff. Reinstatement could only occur with proper doctor's certification; others were usually dropped from the register.

Table 8

TRIPLE STUDY OF ATTENDANCE, GRADES AND CREDITS EARNED
LOWER EAST SIDE PREP 1971-72

	ABSENCE RATE Ave.Days & Pct. (Dy)&(%)	FINAL TERM AVE. (Each Trimester) Percent (%)	AVE. CREDITS EARNED (Each Trimester) (Carnegie Units)
1st Trimester			
Sept-Dec/71 (69 days)	6.1		
Register = 88		66.8%	3.1 c.u.
Stud. Rec. for N = 69*	8.8%		
2nd Trimester			
Dec-Mar/72 (59 days)	7.5		
Register = 75		71.4%	3.6 c.u.
Stud. Rec. for N = 59*	12.7%		
3rd Trimester			
Mar-Jun/72 (57 days)	7.7		
Register = 86		72.8%	4.8 c.u.
Stud. Rec. for N = 58*	13.3%		

Combined 3 Trimesters Sept-Jun/72 (177 days)	L.E.S.P. Prep School	City-Wide Acad. H.S.	City-Wide Vocat. H.S.
Total Ave. Abs.(Days)	21.3		
Percent of Absence(%)	11.5%		
Total Ave. Att.(Days)	163.7		
Percent of Attnd. (%)	88.5%		
City-Wide H.S. Attnd. 1971-72 Sch. Yr. (186 Days)			
Total Ave. Abs. (Days)		50.8	39.8
Percent of Absence (%)		27.3%	21.4%
Tot. Ave. Att. (Days)		135.2	146.1
Percent of Attnd. (%)		72.7%	78.6%

* Loss of data occurred for reasons of student suspension or dropout from those registered at start of each trimester.

Hence, student N for data smaller than Register for each term.

(2) Student Rules invoked a point penalty system for lateness and cutting equal to: 4 latenesses = 1 absence; and,
2 cuts = 1 absence.

Thus the absence rates shown in Table 8, already much lower than the city-wide high school average were inflated by the point penalty system, penalizing individuals absenting themselves from individual classes, even when present in the physical facility during the school day. City-wide attendance in public high schools has no 10-day suspension rule, and no formula equating absence with cutting classes or lateness.

Table 9 summarizes the comparative absence rates of students completing their year at Lower East Side Prep with their previous year at the public "home" high school of origin prior to their dropping out. Because of incompleteness or unavailability of records of some students, only 27 enrollees had records sufficient for the 2-year comparative study. Many students of Chinese origin had less than a full year at the home high schools having attended schools in Hong Kong or Taiwan.

- - - - - - - - - - - - - - - -

Insert Table 9
(See page 32)

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With absence at the Urban Prep School under 20 days for the school year, and that in the public high school of origin nearly 3 times as great on the average, the value on the correlated "t"-test was statistically highly significant at the 99% probability level. The percent of improvement was 66.7% which greatly exceeded the 40% criterion level of improvement for attendance cited for Evaluation Objective #1.

Students attending Lower East Side Prep a second year, maintained attendance records fully comparable with their attendance records at the Prep School the year before, as shown in the lower part of Table 9. The difference between the two-years of record at the Prep School was not statistically significant at the 95% level of probability by means of correlated "t" test. Hence, that part of the criterion was

Table 9

STABILITY OF ATTENDANCE AT LOWER EAST SIDE PREP — TWO YEARS

1st YEAR ENROLLEES

	Lower East Side Prep (1971 - 1972) 3 - Trimesters		Last Public High School (< 1971) 2 - Semesters		Difference	
	Absence/ 177 Days	Percent of Abs.	Absence/ 186 Days	Percent of Absence (%)	Diff. in Days	Percent of Diff. (%)
N = 27	19.3	10.4%	57.7	31.2%	38.4	20.8%

"t" Test: $t_{calc.} = 7.098 > t_{.01} = 2.779$ (deg. of freedom = 26)

∴ Difference is Significant @ p = .99

Criterion Test:

$$\frac{\text{Difference (\%)}}{\text{H. S. Base (\%)}} = \frac{20.8\%}{31.2\%} = .667$$

∴ 66.7% > Criterion Level @ 40%.

2nd YEAR ENROLLEES

	Lower East Side Prep (1971 - 72) 3 - Trimesters		Lower East Side Prep (1970 - 71) 2 - Semesters		
	Absence/ 177 Days	Percent of Abs.	Absence/ 119 Days	Percent of Absence (%)	Percent of Difference (%)
N = 26	19.3	10.4%	10.3	8.7%	1.7%
N = 8 (for "t" test)	21.4	11.5%	12.0	10.1%	1.4%

Correlated "t" test: $t_{calc.} = 0.0694 < t_{.05} = 2.365$ (degrees of freedom = 7)

∴ No Significant Difference Between Two Years of Enrollment in Absence Rate at L. E. S. P.

also met for Evaluation Objective #1, namely; students in their second year at the Urban Prep School maintained an attendance level which while slightly greater in absence rate, was not statistically significantly higher than that for their first year in attendance.

Academic Achievement for Evaluation Objective #2

Pre-test data was received for every major subject during the 1st trimester by November 1971. Teaching faculty to a man had rejected the standardized subject matter tests given them in their subject areas in September and developed their own "In-House" testing program under the leadership of their administration. Hence, the delay allowing six (6) weeks of instruction to partially inflate pre-test scores. Table 10 shows these scores which in pre-testing ranged in group averages from 27.2% to 80.6% with mean at 47.4%. Post-testing was completed at the end of the 2nd trimester in March 1972. Courses like English, Biology, Physics and History represent 2-term or "yearly" blocks while Algebra I, Algebra II, and Economics were single term (one-trimester) measures. Post-test averages ranged from 42.8% to 77.5% with mean average at 61.7% (the range had been narrowed and the mean raised approximately 14%). Thus the average gain fell for all subjects combined considerably below the expected minimum criterion level of 25-50% improvement as stated in Evaluation Objective #2.

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Insert Table 10
(See Page 34)

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The expected criterion of 25-50% improvement in average class gain from pre- to post-test was shown in only seven (7) of 16 courses studied in Table 10. Critical areas failing to meet the criterion established for the second objective included all of English, most of advanced science courses, history and foreign language (Spanish).

A data analysis shown in Table 10 has been the use of the "G" Ratio (or percentage

Table 10

"IN-HOUSE" SUBJECT MATTER TESTING AT LOWER EAST SIDE PREP
PRE-POST PROGRESS PHASES -- (TWO TRIMESTERS) Fall 1971 / Spring 1972

Major Subjects by One-Term & Yearly Blocks	Average Pre-test Score Nov/'71	No. of Students ≠	Average Post-test Score May/'72	No. of Students ≠	Average Gain Score (%)	"G" (Gain) Ratio[1] (decimal)
English Lower Division[2]	64.1	35	65.5	20	+ 1.4	.04
English Upper Division[2]	42.5	48	50.7	29	+ 8.2	.14
General Mathematics	76.5	11	69.0	9	- 7.5	-.24
Algebra I	31.1	17	65.7	3	+34.6	.50*
Algebra II	37.3	13	71.4	7	+34.1	.54*
Geometry	35.7	13	65.8	6	+30.1	.47
General Science	35.3	9	62.0	9	+26.7	.41
Biology	46.3	11	49.3	8	+ 3.0	.06
Chemistry	31.9	9	42.8	4	+10.9	.16
Physics	27.2	5	71.0	3	+43.8	.60*
World Geography	46.3	12	67.0	7	+20.7	.39
World History	57.1	29	66.4	15	+ 9.3	.22
American History	60.7	22	64.6	11	+ 3.9	.10
Economics	30.7	30	63.3	31	+32.6	.47
Chinese History	42.6	14	77.5	2	+34.9	.61*
Spanish Upper Division	80.6	8	61.9	14	-18.7	-.96

1 Actual Average Gain Score divided into Maximum Possible Gain.

2 Lower Division = English 1,2,3 & 4.
Upper Division = English 5,6,7 & 8.

* Criterion Level @ G = .50 exceeded. Based on work of: R. J. Fanning. Programed Instruction Project--Annual Report 1965-66. Office of Instruction & Curriculum, Board of Education of the City of New York. pp. 23-25.

≠ Student No. in Post-test smaller than Pre-test No., but always made up of individuals of same set (class) present at Pre-testing.

of possible gain) based on R. J. Fanning's work in the Programed Instruction Project of the Board of Education, City of New York during the middle 1960's. Whereas, statistical tests of significance only show whether pre-to-post-test changes were due to chance, the "G" Ratio relates the gain in post-test scores to the possible (maximum) gain the learner could make, thus correcting for unusually high or low scores on pre-tests. Two other reasons for abandoning statistical tests of significance are made here. One, are the critically small sample sizes remaining at post-test time after dropouts and transfers in a number of classes adequate for correlated studies of individual scores; whereas, "G" Ratio deal with class group averages allowing use of unequal class numbers of students. Secondly, these teacher made tests were entirely unvalidated instruments. Not one teacher had tried out his preliminary tests on a student sample before running it off for class. Thus justification for a standard statistical analysis is hard to make. In the analysis here shown in the last column of Table 10, only four (4) courses out of 16 produced in their post-test gains changes classifiable as at or above the $G \geq .50$ ratio as high performer courses in learning gains — Algebra I, Algebra II, Physics, and Chinese History (see Appendix I for the Chinese History "In-House" test as example of a test measuring a "high performer" course). And in fact, five courses produced either close to zero gain, or losses in "G" Ratio pre-to-post-test, suggesting that little learning took place in Lower Division English classes (English 1, 2, 3 and 4), General Mathematics, Biology, American History, and Upper Division Spanish. Poor results with "In-House" subject matter testing might be related to whether proper test administration has taken place as well as to whether there was adequate content validity in the teacher-made tests.

At end-year conference time (June 1972) with feedback from this design component, there was agreement on the administrative level and with some teachers that for the 3rd year of operation, subject-matter testing should require uniform use of standardized tests. This was an especially important decision insofar as faculty sentiment had forced a change from the design requirement of using standardized testing—a change which did not yield results favorable to the instructional program.

Standardized Achievement -- A Bimodal Distribution for Evaluation Objective #2.

In accordance with part of design objective #2., student change in comparative position at start and at end of the school year on a standardized instrument for reading comprehension on the widely used Metropolitan Achievement Test Battery, Advanced Form F, 1970 edition, published by Harcourt, Brace & Jovanovich of New York, was measured. Table 11 presents this data for both pre- and post-test with differences computed in accordance with Evaluation Objective #2., and includes a correlated Student's "t" test for significance of change in reading comprehension and for problem-solving in mathematics.

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Insert Table 11
(See page 37)

- - - - - - - - - - - - - -

In general, over the academic or school year, Table 11 shows that mean student gains in reading achievement were in the order of 2 years on a grade equivalent measure, moving from an average reading comprehension level below that for junior high school (below G. E. 7th grade) to first year senior high school level (greater than G. E. 9th grade). Thus the instructional program at Lower East Side Prep had a tendency to compensate for the deficiency in reading comprehension and vocabulary. In mathematics problem solving, the change from grade equivalent 7.9 to 8.6 significant at the 95% probability level, represented only an approximation to normally expected growth in less than one academic year. And, in fact the standard deviation for math. problem solving of $\pm$0.5 year grade equivalent was nearly as large as the observed growth change of +0.7 year.

The very small gains shown in English subject matter testing (see Table 10, page 34) and the large gain shown in standardized Metropolitan Achievement Testing appearing to have removed much of the deficit in reading comprehension appear inconsistent. In this connection, the teacher-coordinator studied the relationship between teachers' grades and Metropolitan Achievement Test scores in reading comprehension.

Table 11

CHANGE IN STANDARDIZED ACHIEVEMENT LEVELS — ADVANCED '70 METRO. ACHIEVEMENT TESTING
LOWER EAST SIDE PREP. FALL 1971 - SPRING 1972 (9 MONTHS)

	TEST 1. Word Knowledge			TEST 2. Read. Comprehens.			TEST 5. Math. Computation			TEST 6. Math. Concepts			TEST 7. Math. Problem Solving		
	S.S.	G.E.	Pctl.	S.S.	G.E.	Pctl.	S.S.	G.E.	Pctl.	S.S.	G.E.	Pctl.	S.S.	G.E.	Pctl.
PRE-TEST FALL/71 N=101															
Means ($\bar{X}$)	84	7.2	33	83	6.8	31	98	8.3	38	85	6.6	26	95	7.9	37
POST-TEST JUNE/72 N= 61															
Means ($\bar{X}$)	94	9.0	51	98	9.4	55	108	10.0	56	94	8.1	42	100	8.6	44
Mean Diff. (d)		1.8	18		2.6	24		1.7	18		1.5	16		0.7	07
Standard Deviation (s.d.)					±0.6 G.E.									±0.5 G.E.	
CORRELATED "t" TEST* N = 53				$t_{calc.}$ = 7.677 > $t_{.01}$ = 2.683 .·. Highly Significant @ p = 99%.									$t_{calc.}$ = 2.036 > $t_{.05}$ = 2.012 .·. Significant @ p = 95%.		

* As reported to New York State Education Department on MinForm — M. I. R.
(Mailed Interim Information Form - page 46).

The graph (histogram) of the average Metropolitan Achievement scores for reading comprehension for those earning grades in all major subjects for the first trimester September-December 1971—the term in which the Metro. test was taken) has been presented below as a frequency distribution in Table 12.

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Insert Table 12
(See Page 39)

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The 10 class intervals of Table 12 at 10 percentage points each represent the average of teachers' grades in all subjects, and form the 10 columns. The frequency in each interval are the rows across, building down from the top with the modal students lying in the 7th class interval = 60-69% inclusive, and median at 62.0%. The mean or average score for 88 students was 66.8% (see Table 8 - page 30 for first trimester). The distribution is essentially a single normal curve, skewed slightly left.

The second score for each student on the distribution of Table 12 is the Advanced Metro. score for Reading Comprehension on the pre-test given as grade equivalent. These have been ranked in ascending order from the top within each class interval. Except for the extremes of the range, these standardized achievement scores, upon visual inspection, appear like a random distribution bearing little or no relation to the grades earned in course study. Testing this visual inspection as an hypothesis, a Pearson's Correlation Coefficient test has been performed on the data. The resulting correlation coefficient (r) is shown below:

n	=	90.0
Σxy	=	31,123.0
Σx	=	713.6
Σy	=	5,169.5
Σy^2	=	339,165.7
Pearson's r	=	- 0.1

This $r = -0.1$ signifies there is no correlation between grades earned and the results on Metropolitan Achievement Test for reading.

Table 12

HISTOGRAM (GRAPH) OF STUDENT GRADES ASSIGNED BY TEACHERS

Lower East Side Prep

1st Trimester 1971 - 1972

Class Interval by Percent	1 0 - 9 %	2 10 - 19%	3 20 - 29 %	4 30 - 39 %	5 40 - 49 %	6 50 - 59 %	7 60 - 69 %	8 70 - 79%	9 80 - 89%	10 90 - 99%
1	a 4.7 C	17.5 4.4 C	27.8 3.3 C	35.0 4.7 B	47.0 2.6 P	56.8 3.9 P	69.0 1.3 C	74.0 1.9 C	82.1 4.2 C	90.0 12.6 C
2	a 4.8 C		25.0 4.7 P	39.6 4.4 B	47.0 4.2 B	51.5 4.7 C	68.3 2.4 C	78.4 2.6 C	83.1 5.9 C	
3	06.5 5.9 P			30.6 4.2 B	48.5 4.2 C	54.0 4.8 B	64.2 3.9 B	75.0 3.6 C	84.5 7.1 C	
4	a. 6.9 C			35.7 11.0 C	44.0 5.1 C	57.5 4.2 B	67.0 4.4 P	75.4 4.7 C	89.9 7.6 C	
5	a. 6.9 C			30.0 11.6 C	46.0 6.3 B	56.1 4.7 W	61.3 4.7 C	70.3 5.1 P	84.5 8.7 C	
6	0 12.4 W				49.5 6.9 W	52.5 4.2 C	68.3 4.8 W	75.0 6.3 C	80.0 11.0 C	
7					45.4 6.7 P	50.8 5.7 P	62.0 4.7 P	76.6 6.9 C	88.8 11.6 C	
8					47.4 9.5 P	59.6 6.9 C	69.5 5.4 C	73.0 7.6 W	84.2 12.9 C	
9						58.0 7.3 P	67.1 6.9 C	73.7 8.7 C		
10						50.2 7.2 B	67.5 6.9 B	70.4 9.9 W		
11						55.0 9.0 B	66.1 6.7 C	74.0 11.6 C		
12						53.8 9.0 C	60.0 6.1 W	74.8 11.8 B		
13						58.0 11.6 C	65.0 7.3 C	70.0 11.1 C		
14						57.0 12.4 P	68.8 7.1 C	77.0 11.8 B		
15	First Figure — Average Grade in Percent.					53.0 8.0 B	60.0 7.8 B	77.1 11.6 B		
16	Second Figure — Advanced Metro' '70						60.0 7.1 B	77.1 11.9 P		
17	Achievement Score in						62.0 7.1 W			
18	Grade Equivalent.						69.0 7.8 C			
19							66.8 9.9 P			
20	Symbol represents Ethnic Group for each Sample Student:						69.2 9.9 B			
21	B = Black						63.3 10.3 C			
22	C = Chinese						66.8 11.6 C			
23	P = Puerto Rican						66.3 11.3 B			
24	W = Caucasian						65.2 12.1 B			
25							63.8 12.4 C			
26							68.1 12.9 P			

Frequency (f) of Individual Scores

Table 13 below presents a second histogram or graph of the same data rearranged according to class intervals on the Advanced Metro. '70 Reading Achievement Test, taken Fall 1 9 7 1.

- - - - - - - - - - - - -

Insert Table 13
(See Page 41)

- - - - - - - - - - - - -

The major newly observable factor clearly evident from observing Table 13 is the multiple peaked distribution. There are 26 students in the low reading (middle elementary equivalent) range of Grade Equivalent 4.0-5.9; 24 students in the middle range (upper elementary grades) of Grade Equiv. 6.0-7.9; and 20 in the upper range (senior high school) peak of 11.0-12.9 Grade Equiv. in reading. This contrasts sharply with the single modal distribution of Table 12 based on report card averages from combined student course achievement and the subjective judgment of all teachers, further confirming the just presented fact that standardized achievement score and student grade achievement scores averaged tend to be uncorrelated, statistically. Note the very low number of students in the junior high school reading rang at Grade Equivalent 8.0-9.9. Note also that report card failures are more heavily weighted in the lowest peak (G.E. 4.0-4.9) and relatively fewest in the upper peak -- 20, 12 and 6 respectively in the three peaks from lowest to highest. There appears to be no ethnic correlates of this multi-modal distribution.

Clearly two-thirds of the Urban Prep School population of dropout-returnees has been reading below basic junior high school level set at below Grade Equivalent 8.0.

Credits Earned Toward Graduation
for Evaluation Objective #3.

Major subjects and subjects required for graduation from the language arts, mathematics, sciences and social studies areas bear one point each per course per trimester -- equivalent to the so-called Carnegie Unit System. Certain minor subjects and electives -- typing, art, photography, psychology, urban sociology bear

Table 13

Lower East Side Prep

HISTOGRAM (GRAPH) OF DISTRIBUTION OF METROPOLITAN READING COMPREHENSION SCORES, FALL 1971

Class Interval by Grade Equivalent	1 1.0 - 1.9	2 2.0 - 2.9	3 3.0 - 3.9	4 4.0 - 4.9	5 5.0 - 5.9	6 6.0 - 6.9	7 7.0 - 7.9	8 8.0 - 8.9	9 9.0 - 9.9	10 10.0 - 10.9	11 11.0 - 11.9	12 12.0 - 12.
1	1·3 69·0 C	2·6 78·4 C	3·3 (27·8) C	4·4 67·0 P	5·7 (50·8) P	6·3 75·0 C	7·3 (58·0) P	8·7 73·7 C	9·9 70·4 W	10·3 (63·3) C	11·0 (55·1) C	12·4 (0) W
2	1·9 74·0 C	2·6 (47·0) P	3·6 75·0 C	4·2 (47·0) B	5·4 69·5 C	6·9 67·5 C	7·3 65·0 C	8·7 8 45·C	9·5 (47·4) P		11·6 74·0 C	12·6 90·0 C
3		2·4 68·3 C	3·9 (64·2) B	4·7 (35·0) B	5·1 70·3 P	6·3 (46·0) B	7·6 73·0 W	8·0 (53·0) B	9·0 (55·0) B		11·8 74·8 B	12·4 (51·0) P
4			3·9 (56·8) P	4·7 (51·5) C	5·1 (44·0) C	6·9 67·5 B	7·1 68·8 C		9·9 66·8 P		11·1 72·0 C	12·9 84·2 C
5				4·7 (61·3) C	5·9 83·1 C	6·7 66·1 C	7·8 (60·6) B		9·9 69·2 B		11·0 80·0 C	12·1 (65·2) B
6				4·4 (17·5) C	5·9 (6·5) P	6·9 (0) C	7·1 84·5 C		9·0 (53·3) C		11·6 66·8 C	12·4 (63·8) C
7	NOTES:			4·8 (60·3) W		6·9 (19·5) W	7·2 (50·2) B				11·8 77·0 B	12·9 (63·1) P
8	1. Advanced '70 Metro.			4·8 (54·2) B		6·3 70·2 P	7·1 (60·0) B				11·6 77·1 B	
9	Reading Compr. Scores			4·4 (39·6) B		6·9 76·6 C	7·1 (62·0) W				11·9 77·1 P	
10	in Grade Equiv. first.			4·2 (51·5) B		6·1 (10·0) W	7·6 87·9 C				11·3 66·3 B	
11				4·7 (56·1) W		6·7 (45·4) P	7·8 69·0 C				11·6 88·8 C	
12	2. Report Card Final			4·2 (52·5) C		6·9 (64·6) C					11·6 (58·3) C	
13	Averages in Percent			4·7 (62·0) P		6·9 (0) C					11·4 (36·0) C	
14	second.			4·2 82·1 C								
15				4·7 75·4 C								
16	3. Report Card Failures			4·2 (48·5) C								
17	circled.			4·2 (30·6) B								
18				4·7 (0) C								
19	4. B, C, P, & W = Ethnic			4·8 (0) C								
20	Symbols.			4·7 (25·0) P								
21												
	2	3	4	20	6	13	11	3	6	1	13	7
				59						30		

36 Failing Averages
(61.0% of below J.H.S. Reading Group)

11 Failing Averages
(36.7% of Upper Reading Group)

one-half credit. The credits and half-credits have been conferred upon earning a final grade of 65% or greater, based upon teacher selection and judgment, and usually supported by a passing grade in the final examination for each subject.

In accordance with Evaluation Objective #3, Table 8 (The Triple Study table of Attendance, Grades and Credits Earned--page 30) gives the longitudinal results for both credits earned and the final report card average upon which credits earned was determined among the entire student body for the three (3) trimesters, with registers of 69 available out of 88, 59 out of 75, and 58 out of 86, respectively. On the average, each student earned ½ credit more during the 2nd trimester and over 1 and ½ credits more by end of the 3rd trimester, having gone from 3.1 cr. to 3.6 to 4.8 average credits earned. Correspondingly, final grade averages rose 4.6% between 1st and 2nd trimesters and 1.4% more for a total of 6.0% by end of the school year into the low 70's%. Approximately twenty (20) students dropped out or were suspended each term, so that these records would tend to be slightly inflated through self-selection among those remaining in the student body with the more unproductive members having dropped out or been suspended.

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Refer Back to Table 8 -- Columns 2 and 3
(See page 30)

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According to Evaluation Objective #3, dropout-returnees would acquire from 40% - 60% more high school credits (defined in terms of the "standard Carnegie Unit") at the Urban Prep School than in their "home" public high schools during their last year of public record before dropping out. Because of student attrition, incomplete records at the home high schools, and a high proportion of students from China (more than one-half the student body, many with no comparable available transcripts), the number of persons for whom 2-year records were available for the correlational study of significance of differences in number of credits earned was only twenty-seven (27).

Table 14 (upper part) details the correlated study of credits earned over the two-year period by means of Student's "t" test . ---- Insert Table 14 ----
(See page 43)

Table 14

CORRELATION AND COMPARATIVE STUDY OF CREDITS EARNED

Lower East Side Prep. vs. Public H. S. of Origin

(1 9 7 0 - 1 9 7 2)

Student n = 27

	Total Credits Earned L.E.S.P. '71-'72	Total Credits Earned Last H.S. '70-'71	Difference
CARNEGIE UNITS (c. u.)	10.6	4.9	± 5.7

Performance Over Criterion: Criterion = 40% - 60%.

$\frac{5.7}{4.9}$ = 116.3% 40% - 60%

Correlated "t" Test:

Calculated t = 5.606 $t_{.01}$ = 2.779 (degr. freedom = 26)

∴ Significant Difference @ p = .99

	Total Credits Earned L.E.S.P. '71-'72 (Second Year n=27)	Total Credits Earned L.E.S.P. '70-'71 (First Year n=25)	Difference
CARNEGIE UNITS (c. u.)	10.6	7.6	+ 3.0

Performance Over Criterion: Criterion 2nd Yr. = 1st Yr. = 7.6 c.u.

$\frac{3.0}{7.6}$ = 39.5% (Performance 2nd Yr. over 1st Yr.)

∴ Performance Maintained or Exceeded (Criterion Met!)

No "t" Test Performed!

The first part of Table 14 gives the credits earned by 27 participants during school year 1971 - 72 at Lower East Side Prep as totalling 10.6 (average) credits earned. Only 4.9 average credits were earned the year of dropout from the public high schools. The difference of + 5.7 credits earned at the Urban Prep School over that earned at the public high school was 116.3%, considerably above the criterion level of 40% - 60% set forth in the design. Thus the criterion level for Evaluation Objective #3 was handsomely met. Further correlational testing the two columns of figures for the 27 participants in the two-year correlational study yielded a "t" score of 5.606. With 26 degrees of freedom, this proved to be highly significant at the 99% probability level.

The two-year study of comparative credits earned entirely within the Urban Prep School for those continuing a second year forms the lower part of Table 14 with figures for the first year of operation at Lower East Side Prep taken from Table 8 (page 46 -- Final Report-First Year of Operation-LOWER EAST SIDE PREP.- Nov. 1971, Bureau of Educational Research). It shows (central column) an average of 7.6 credits earned over a 3-trimester school year for n = 25 students with standard deviation $\pm$ 6.88. This is 71.7% fewer credits earned than in the second year of operation. In effect then, the second part of the condition stated in Evaluation Objective #3 that students in their second year at the Urban Prep School will maintain a level of credit acquisition equivalent to that achieved during their first year, has been exceeded considerably rather than simply maintained. A student by student correlational analysis by "t" test on this latter data has not been deemed necessary and has not been performed.

Graduates of the Second Year and
Follow-up of First Year's Graduates

Ancillary to Evaluation Objective #3 is the record of students who upon completing sufficient credits earned, received diplomas from the Urban Prep School. Technically the diplomas were issued from the home public high schools -- Haaren or Seward Park H. S., or from the private Dalton School, since Lower East Side Prep. is a non-accredited experimental alternative "off campus" school program.

Specific data are as follows:

Two (2) completed requirements by end of 1st trimester, December 1971.

Three (3) completed requirements by end of 2nd trimester, March 1972.

Twenty-eight (28) completed requirements by end of 3rd trimester, June 1 9 7 2.

The above thirty-three (33) students received academic diplomas at a graduation ceremony 25th June at a church near the Urban Prep School. This constituted just under 1/3rd of the total school enrollment during the school year. Twenty-five (25) of these graduates had applied for admission to community and four-year colleges; twenty-three (23) had been accepted for September 1972; two (2) had been rejected. Eight (8) enrollees from among this graduating group had not applied for post secondary training by summer 1972, but one of these had entered military service.

From the Final Report of the First Year of Operation -- Lower East Side Prep. 1970-71, there were claimed to be 10 graduates, although only names of nine were received and catalogued for that report. A one-year follow-up of their 10 listed graduates was performed by the College Student Advisor of Break Free, the funding agency and legally constituted sponsor of the Prep School. Eight (8) of these graduates had remained in their college programs through one-year; one (1) was continuing after a year in a Technical Institute; and, one (1) was continuing his apprenticeship to a craft Union.

The above described data on the graduates of the second year are summarized below in Table 15. The large number of graduating seniors and the high percentage of those accepted into colleges is a signal achievement of the alternate school program in having worked with these dropout-returnees.

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Insert Table 15
(See Page 46)

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Table 15

GRADUATES OF LOWER EAST SIDE PREP (1971 - 1972)

	1st Trimester	2nd Trimester	3rd Trimester	Yearly Summary (1971 - 1972)
ACADEMIC DIPLOMAS	2	3	28	33
Register (n)	88	75	86	104
Percent Graduating	2.3%	4.0%	32.6%	31.7%

33 ACADEMIC DIPLOMA HOLDERS	Accepted in Colleges*	Not Accepted in Colleges or, Did Not Apply
Number (n)	23	10
Percent (%)	69.7%	30.3%

ONE YEAR LATER FOLLOW-UP OF FIRST YEAR'S GRADUATES (1970 - 1971)

Received Academic Diploma	10	
Approximate Register	100	
Percent Graduating	10%	
In Colleges (No. & %)	8	(80%)
In Technical Inst. (No. & %)	1	(10%)
In Craft Union Appr. (No. & %)	1	(10%)

* Colleges Accepting Academic Diploma Holders from L.E.S.P. in 1972

Amer. Internat'l. Coll., Springfield, Mass.
Baruch Coll.
C. C. N. Y.
Columbia Coll.
Farmingdale Coll., S.U.N.Y.
Hunter Coll.
John Jay Coll. of Crim. Just.
Manhattan Comm. Coll.
New Paltz Coll., S.U.N.Y.
N. Y. C. Comm. Coll.
Pratt Institute
Queens Coll.
Staten Is. Comm. Coll.
York College

Language Proficiency Testing as English-as-a-Second Language Measure -- for Evaluation Objective #4

In accordance with Evaluation Objective #4, approximately one-third of the Urban Prep School students including all those available on the assigned day for whom English was a second language were given a battery of three tests via taped statements used in conjunction with printed sheets at the American Language Institute's Language Laboratory, New York University. The tests included: Structural English, Vocabulary, and Aural Comprehension. This was followed by a short written composition organized by each student from a list of current topics. All four components were then criterion judged by E. S. L. experts and the students assigned a rating on a 6-level scale for placement to be used for channelling each one into appropriate remedial programs, a non-academic program, or a regular academic program. The testing was accomplished in December 1971. Post-testing occurred in June 1972 using the same 3-taped component subtests with response sheets in the same format, and with the written composition component following. However, the post-testing was held in the Urban Prep School's incomplete language laboratory facility. Scoring and scale-level judgment in compositions was completed by the teacher-coordinator, and the tests then submitted to the Bureau of Educational Research for audit and statistical analysis--including the use of the correlated Student's "t" test for assessment of possible statistical significance of gains noted from pre- to post-testing during the six (6) months interval between the two administrations.

This testing was adopted to replace the Gates-McKillop Reading Diagnostic Test used during the first program year and which was judged inadequate as an E. S. L. measure.

Table 16 summarizes average numerical group data, pre-/post-test phases from the three audio-tape paced, objective response tests. It also provides a computed overall student average score for these three sub-tests combined. It also gives two sets of expertly judged placement 6-level summary ratings from composition

writing pre-/post-test administrations. The near one-fourth loss in data for correlated statistical analysis was only 8 cases from n = 29 students pre-test phase to n = 21 students, post-test phase.

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Insert Table 16
(See Page 49)

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Table 16 shows that students on both pre- and post-tests scored lowest on English language structure, higher on vocabulary, and highest on the aural comprehension components of the test battery. Conversely, the gains made between the two test administrations were greatest where initial score was lowest and minimal where initial score was highest (aural comprehension). The numerical averages of the 3 subscores combined showed a gain score of + 6.2% over the six months learning input period between test administrations. This proved to be significant at the 99% level of probability on the correlated "t" test. The greatest part of that significance appears to come from the Structure and Vocabulary sub-tests. Where the average score on Aural Comprehension was relatively high at pre-test, the very small gain of + 0.3% appears of no statistical significance. (Here it should be remembered that the "t" test does not in any way account nor compensate for ceiling effects in the case of a high pre-test entry point).

The gain scores as reported above, although statistically significant overall, failed in all component sub-tests to meet the 33% gain criterion demanded in Evaluation Objective #4, and which, interestingly enough, was achieved in the first year of the Program with the very inadequate (from an E. S. L. point of view) Gates-McKillop instrument, rejected for this evaluation.

Table 16

ENGLISH LANGUAGE PROFICIENCY TESTS FOR E S L STUDENTS *
Lower East Side Prep School (December 1971 - June 1972)

N = 21 STUDENTS	Structure (%)	Vocabulary (%)	Comprehension (Aural) (%)	Students' Group Average Score (%)
POST-TESTING Jun. / 1972	61.0	63.5	67.6	64.1
PRE-TESTING Dec. / 1971	51.5	54.9	67.3	57.9
GAIN SCORE (6-Months)	+ 9.5	+ 8.6	+ 0.3	+ 6.2

Correlated "t" Test:

Calculated $t = 3.92 > t_{.01} = 2.85$ from t-tables. (20 degr. freedom)

∴ Highly Significant Difference at the 99% level of probability.

E S L 6-Rank Placement Level from Student Composition Writing:

PRE-TEST No. - Level	f x l	POST-TEST No. - Level	f x l	AMOUNT OF CHANGE No. - Level	f x l
4 - 6's	24	6 - 6's	36	+ 2 - 6's	+ 12
5 - 5's	25	3 - 5's	15	- 2 - 5's	- 10
7 - 4's	28	7 - 4's	28	0 - 4's	00
2 - 3's	06	4 - 3's	12	+ 2 - 3's	+ 06
3 - 2's	06	1 - 2's	02	- 2 - 2's	- 04
0 - 1's	00	0 - 1's	00	0 - 1's	00
21 = n	89	21 = n	93		+ 04

Percent of Change: $\frac{04}{89} = + 4.5\%$.

Interpretation of Placement Levels:

6 - Full Academic Program up to College Entrance
5 - Limited Academic Program
4 - Borderline Academic Program
3 - Remedial--No Academic Program
2 - Extreme Remedial--No Academic Program
1 - Virtually No Proficiency.

* English Language Proficiency Testing of English-as-a Second Language Students: Courtesy of: American Language Institute Language Laboratory of New York University. Prof. Milton Saltzer, Ass't. Director (1971-1972)

The 6-rank placement level judgments from the short composition writing test were less objective in their rating, but were cross-checked by a team of E. S. L. experts at pre-testing. Table 16 shows that by by listing the frequency with which each level received a rated student and by assigning a 1-to-6 point scale, a product factor was developed (f x l). The two product factors were then compared for the two test administrations. The "Amount of Change" on the compared compositions before-and-after for each student, was relatively small (+ 4.5%). It has been determined that the amount of precision teaching for composition writing was not a major focus of the program year.

Lower East Side Prep did not implement the suggested 6-levels as diagnosed from the Language Proficiency Testing as there was administrative disagreement whether a remedial non-academic program would stigmatize Oriental and Spanish speaking students by impeding their rate of movement toward the "academic diploma" which is a major goal motivating students to attend the Urban Prep School. Lower East Side Prep also did not have a full-time E S L specialist on staff who could deal with the problem highlighted in the above testing. The small size of the staff, student body and alternative school made a multiply tracked academic and remedial program difficult to implement. Finally, the majority of students were rated at levels 4 and 5 which still allowed for a minimal academic program.

Developed and refined with Oriental as well as Western Hemisphere students over a number of years, the current A. L. I. (American Language Institute) System as used at New York University, the University of Chicago and Georgetown University, is treated as a standardized system. With its component subtests, it appears to be a most useful diagnostic tool as well as a source for rating student proficiency, and represents a very significant improvement over the inadequate instrumentation in use during the first year of the Urban Prep School.

Findings from the Learning Disabilities Diagnostic Testing

The teacher-coordinator has studied the possible relation of failure in grades at the end of the 1st trimester and on the mid-term report card of the 2nd trimester to learning disabilities based on sensory input dysfunctions and/or sensori-motor

impairment as related to possible m. b. d. (minimal brain damage).

A small selected group of 6 failing students suspected of possible dysfunction was administered a battery of 3 tests at the Speech Pathology Diagnostic Center of Pace College:

(1) A Sweep Frequency Tone Test to detect peaks and dropouts in auditory sensitivity to tone range.

(2) A Dominance Test based on Right-Left Discrimination, made up of eye-hand and eye-foot coordination for tracking, strength and accuracy.

(3) A Discrimination Test based on 50 word pairs ranked as "same" or "different."

The college used the data and test procedure in training of its student Speech Pathologists, while the Prep School received diagnostic data useful for student programing needs in the language arts.

The data from the Prep School's point of view were never completely processed for diagnostic use in programing placement nor submitted to the Bureau of Educational Research for the Final Report, Second Year. However, the teacher-coordinator reported that his inspection appeared to reveal the following observation:

> A nearly 1 : 1 correspondence between capacity to function and degree of mixed dominance; i. e., those students featuring mixed right-left dominance in all areas of testing had lowered capacity to function in all skill areas, especially a lowered capacity to read.

The evaluation agency did not pursue this analysis, because the student sample was too small and the thrust of both the Prep School and the Evaluation Design provided no component for dealing with physiologically based learning dysfunctions.

Implementation of Program Components
-- for Evaluation Objective #5

Program components were observed in operation in frequent on-site visits to the Urban Prep School. As indicated in Evaluation Objective #5 (see pp. 27-28), classrooms were observed, faculty meetings attended, all staff persons interviewed, school records examined, Board of Directors and funding agency persons contacted; all this on a weekly ongoing basis throughout the program year. All students and all faculty members were surveyed by questionnaire and/or interview as to their attitudes toward the alternative school experience. Much of the descriptive analysis has already been well detailed in Chapter II -- CHARACTERISTICS OF THE PROGRAM IN OPERATION (pp. 4 ff.).

Administration. Recommendation 6 of the Final Report, 1st year of operation (p. 70) has been fully implemented with the abolition of co-directorships and its system of overlapping functions. The four positions involving well defined administrative functions each for Director, Assistant Director, Guidance Coordinator and Teacher-Coordinator (the first three positions funded by Break Free, Inc.; the last one State Urban Education funded) have been amply presented in this report (pp. 4-6, Chapter II).

Faculty. The equivalent of 9.0 teaching positions have been calculated among the 19 staff persons working in teaching functions directly with students. These include the above enumerated administrators each teaching a course each term; it includes the student-teacher arrangement for the art program with Pratt Institute; it includes a volunteer reading teacher-tutor arrangement; various part-time faculty paid for by Break Free; streetworker coverage of the Hygiene program also paid for by Break Free; and, the 5 full-time (Certificate-of-Competency) positions for major academic subject areas funded by State Urban Education which is administered and funded through the High School Programs Office and the Reimbursible Programs Unit of the Board of Education, City of New York. Details of this functioning have been presented (Chapter II, pp. 6 - 13, and Tables 1 - 4). Classrooms were visited on an informal basis, based on invitation by individual teachers throughout the school

year. A vigorous program of planned classroom visits with feedback conferences on teaching styles observed during the first year, was avoided to reduce aversive reactions to the evaluation function. Nonetheless, as reported in Table 3 (p. 10) based on self-reporting and limited requested observations, the same heavy use of the socialized recitation with lecture in a framework of assign and test with minimal use of innovative methods sustained the findings of the first year of operation. Teacher attitude (as shown in Table 5, p. 14) remained positive overall. Recommendation #4 (p. 70) of the Final Report, First Year of Operation to increase use of individualized instruction, mediated instruction and subgrouping, was not implemented. Another recommendation from the first year that was not well implemented was Recommendation #8 (p. 71) Final Report, First Year of Operation, that a strong tutorial program be sustained with community volunteers who have experience in education. Problems in finding people with tutorial skills, training them to improve these skills, coordination with classroom teachers on a day-to-day basis, reliability of their meeting their appointments, and inability to require student attendance after hours led to abandonment of this component. Such tutoring as took place was performed by classroom teachers, sometimes on their own time.

Streetworker Staff. Three persons--one each representing the needs of Chinese, Black and Puerto Rican youth were observed and interviewed in the Prep School. It was found that the work of the first year had been fully sustained in the second year. Redords in general were better maintained. The effect of the streetworkers in performing important guidance functions with individual students with personal and family problems, as well as motivating their attendance and daily period-by-period check of their classroom attendance at the Urban Prep School, has been noted. Streetworkers, formally however, as not funded under the State Urban Education grant have chosen not to file samples of their record forms and a written or taped description of their work as seen by themselves with the evaluation agency for inclusion in this report. It is hoped the description of their activities in this fully implemented program component have been accurate and fair to this community based service. (See Chapter II, pp. 13, 15).

Student Body. The required increase in student body by 33% from 60 to 80 dropout-returnees was met (see Table 6, p. 16). However, the design criterion that 60% should be ethnically Chinese was not maintained as this same table shows. Criteria for admission was adhered to as an implemented program component, and the document: "Admissions Policy and Procedures" appears as Appendix E of this report. All students were surveyed by an attitudinal instrument given as a one-time only measure during spring 1972. The results are reported below (see Table 17, pp. 55-56). Earlier details indicating some strongly positive aspects of the attitudes of the student population have been presented (Chapter II, pp. 15-17).

Curriculum. The trimester system has been shown by student and faculty demand to be the only effective one to date for the Urban Prep School in its second year (see Chapter II, p. 17). Examination of course offerings for the first two years shows very close consistency in maintaining the diversity and level of instruction with the major immediate goal of graduation from high school with an academic diploma, fully implemented. Table 7 (p. 19) in this report and Appendix A (p. 72, Final Report, First Year) reveal this with nearly 3-dozen course offerings per trimester maintained throughout both years. Chapter II, pp. 17-19 details the instructional day, major and minor subject areas, degree of utilization or non-utilization of materials for the program with a table of courses and their average class sizes, greater for the four major subject areas of language arts, mathematics, sciences, and social studies than for minor subjects.

Language Laboratory. In line with the above, the Language Laboratory room remained incompletely equipped and under-utilized for other than a regular classroom, due to problems in ordering equipment. Bilingual language arts classes met there, but the study carrels were not used other than as pupils' desks, and Chinese recordings (discs) were occasionally played. Language arts taped materials stored in the Prep School could not be used. A full English-as-a-Second Language program with a C-O-C teacher of requisite skills to lead it was not implemented until the Third Year of Operation (1972-73).

Guidance Function. The position of Guidance Coordinator was newly created for the second year of operation by the Board of Directors of Break Free, Inc., the private tax exempt philanthropic organization that has subsumed the operation of Lower East Side Prep. The position then was filled by one of the first year teachers whose training in guidance counseling was still underway. Decentralized important guidance functions were observed to have continued to be performed by streetworker staff (see four sections earlier), by the teacher-coordinator and by administrators. College and higher technical training placement functions continued to be handled by a College Placement Advisor (or Executive Assistant) to the Break Free, Inc. staff. The State Urban Education Quality Incentive Program Grant Proposal for recycling Lower East Side Prep., dated March 31, 1972 states: "Counseling is an essential part of each Streetworker's job. ..... This requires not only insight and commitment, but competency and skill in helping students deal with personal problems or problems in the school." (Section 3.6, pp. 15-16). Thus guidance functions continued to be one area of overlap not ameliorated by specialized administrative positions, and the administration expressed its concern over the effectiveness of the role of this specially created position. Inasmuch as the Guidance Coordinator, following the example of the streetworkers, elected not to share specific procedures of her work, forms used, weekly student counseling load, and other pertinent information with the evaluation agency, the need for this position for so small a student body in the face of the enumerated other resources functioning at the Prep School, has been called into question.

Student Attitudinal Survey. The same instrument as used in the First Year of Operation, was administered in Spring, 1972 to assess student motivation and attitude toward the experience in the Urban Prep School. It was based on the Peck, Wiener, and Williams: Structured Interview Form for Academy Students which appeared in a final evaluation report entitled: "A Program to Provide Educational Enrichment to Disadvantaged In-School Neighborhood Youth Corps Enrollees During the Summer." It was used by the Center for Urban Education, New York City (1966). It assesses attitudes

toward staff, Prep School atmosphere, attendance, learning, study habits, motivation, aspiration level, future plans, identification with peers and adult model persons, attitude toward authority figures and authority structure (see Appendix D , this report).

The findings from this Student Attitudinal Survey have been summarized below in Table 17.

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Insert Table 17
(See pp. 57, 58)

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Table 17 shows that more than two-thirds of 83 respondents had positive feelings; less than 10% negative feelings about their current classes. Similar positive over negative results were obtained about how students saw the quality and level of their study at the Prep School. In this regard, positive feelings over negative were evoked about their self-estimate of having achieved good reading increment in the ratio of about 78% : 01%, and about other learnings in the ratio of about 46% : 05%. The Prep School program was perceived as different from the regular high school program by about half the participants compared to undifferentiated by only one-sixth of the student body. Half the student body felt they related well to adult authority figures, but 65% felt they related better to Prep School teachers as compared to regular high school teachers. Influence of and respect for teachers stratified over that for streetworkers in degree of positivity to the extent of 38.5% : 24.1%, respectively. The order of stratification in adult persons seen as good role models in item #9 was similarly stratified with 26.5% positive for teachers compared to only 2.4% for streetworkers, and 1.2% for the four administrative persons. Teachers also suprisingly scored highest as sources of help with personal problems to the extent of 49.4% positive compared to 32.5% for streetworkers. More than half the students felt they had been self-motivated to come to Lower East Side Prep. (the crucial role of the streetworkers in evoking this response was not stated in the questionnaire).

Table 17

STUDENT ATTITUDINAL SURVEY AT LOWER EAST SIDE PREP SCHOOL -- SPRING 1972

N = 83

Item Categories (Numbers refer to Survey Item Numbers in each Category)	Strength of Feeling or Opinion from Strongly Positive-thru-Neutral-to-Strongly Negative (% of Total Number)					
	++	+	0	-	--	No Entry
Feeling about classes at L. E. S. P. #1, #28	7.2	59.0	23.5	6.0	3.0	1.2
Quality and Level of Learning at L.E.S.P. #3, #9, #12	28.9	44.6	20.9	4.0	0.4	1.2
Perceived difference of L.E.S.P. Program from Regular School Program. #26	22.9	24.1	33.7	13.3	3.6	2.4
Amount of:						
a) Reading Increment. #5	36.1	42.2	19.3	1.2	0	1.2
b) Other Learning. #25	8.4	37.3	44.6	3.6	1.2	4.8
Amount of Problem-solving Ability Learned at L. E. S. P. #10	26.5	37.3	24.1	3.6	1.2	7.2
Future Plans:						
a) Getting Ahead. #4, #20	43.4	33.1	19.9	0.6	0.6	2.4
b) Staying in School. #21, #27	52.4	19.9	20.5	0.6	0.6	5.4
How Well do Students Relate:						
a) To Teachers & Authority Figures. #2, #11, #22	22.1	27.3	34.9	6.4	7.2	2.0
b) To L.E.S.P. Teachers as Compared to Public H.S. Teachers. #23	42.2	22.9	16.9	10.8	3.6	3.6
Influence and Respect for:						
a) Teachers. #13, #15	9.6	28.9	33.7	19.9	3.6	4.2
b) Streetworkers. #14, #16	7.2	16.9	24.1	33.1	16.3	2.4
Help with Personal Problems:						
a) Teachers. #17	19.3	30.1	14.5	32.5	2.4	1.2
b) Streetworkers. #18	9.6	22.9	15.7	45.8	4.8	1.2

Model Persons at L. E. S. P. #19	No.	%
a) Administrators	1	1.2
b) Teachers	22	26.5
c) Streetworkers	2	2.4
d) "All"	5	6.0
e) "Myself"	24	28.9
f) Students	2	2.4
g) Others	2	2.4
h) None (Nobody)	12	14.5
i) No Response	13	15.7

Table 17 (Continued)

N = 83

Lower East Side Prep School and Student Goals Why 83 students came to L. E. S. P.: Item #8	Number of Students	Percent of Total (%)
a) Probation from regular H. S.	1	1.2
b) Self-motivation -- Wanted to come.	53	63.9
c) Parents wanted them to go.	1	1.2
d) Friends were going to L. E. S. P.	3	3.6
e) Nothing else to do.	1	1.2
f) Other reasons _ _ _ _ _ _ _ _ _ _	24	28.9
No Entry	0	0
L. E. S. P. seen as preparation best for: Item #7		
a) Earn more money.	12	14.5
b) Know better goings on in world & in city.	20	24.1
c) Live happier life.	2	2.4
d) Improve liking for art, music, literature.	32	38.5
e) Keep off streets.	12	14.5
f) Other _ _ _ _ _ _ _ _ _ _	2	2.4
No Entry	3	3.6
L. E. S. P. best leads to other institutions: Item #6		
a) Regular High School.	3	3.6
b) Full-time work.	4	4.8
c) Job Corps.	1	1.2
d) College.	57	68.7
e) Armed Services.	0	0
f) None of the above.	8	9.6
g) Other _ _ _ _ _ _ _ _ _ _	7	8.4
No Entry	3	3.6

See Appendix D for complete copy of Survey.

The Prep School was seen as preparation for improving one's liking for literature and the arts by a surprising 38.5% of students; as preparation for knowing better about their city and world by 24.1%; and, as preparation to earning a better living by only 14.5%. The connection of Lower East Side Prep (Item # 6) as lead to other institutions was seen by 68.7% of respondents as preparation for college. Only 3.6% thought of returning to the large public high school and only 4.8% anticipated going immediately upon graduation into full-time work.

Apart from certain relatively minor differences, the remarkable similarity between the findings shown in Table 17 and the comparable percentages for the Item Categories in the Student Attitudinal Survey of the First Year of Operation can be seen by examining Table 10 (pp. 51-52 of the 1st Final Evaluation Report, 1971-1972).

*** End of Chapter IV ***

V RECOMMENDATIONS FOR THE RECYCLING PROPOSAL

Seven areas of recommendations have arisen out of the findings of the second year of operation, as well as from on-site observations of the program in action and from interviews with the staff of Lower East Side Prep. In every case, the recommendations relate to how the dropout-returnees would be benefitted by the hoped for improvements to the program. The seven areas are:

1. Differentiated Staffing.
2. Teaching Faculty and Teacher-Coordinator.
3. Student Selection Process.
4. The Role of Streetworkers.
5. Curriculum and Instruction.
6. Coordination with Cooperating High Schools and Colleges.
7. Cooperation with Funding Agencies.
8. Contacts with Community Organizations and Communications.

Differentiated Staffing

Following through from observations made on the scope of operation and implementation of Evaluation Objective #5, it is recommended that the separation of administrative functions into clearly delineated roles as between Director and Assistant Director be continued. Inasmuch as this has already led to more efficient operation of the Prep School program as compared to the first year under amorphous and overlapping administrative functions, current role definitions should remain differentiated. A problem that arises in this connection is that of job descriptions. With codification of these descriptions, a hardening of lines and bureaucratization can take place. This may hopefully be countered by analyzing for job functions on an annual basis with constant feedback into the position roles from experience. The roles can then be re-defined with new descriptions every year.

Teaching Faculty and Teacher-Coordinator

Continuity in developing experience as well as expertise in this type of Urban Prep School suggests that turnover of positions be limited to those who fail to carry out the spirit and experimental basis of the program. Where effective changes have been undertaken and resulting student achievement substantiates them, Certificate-of-Competency persons should be as eligible to continue working in the

program as regularly licensed persons on the basis of their performance. This would be especially true of the teacher-coordinator where outstanding progress in record keeping, monitoring of test procedures, and liaison with "home" high schools has been effected. More attention needs to be given to how faculty spend their preparation and tutorial time as indicated by the weak responses to these items on the teacher questionnaire and attitude survey. Toward this end and toward the goal of reducing the percentage of time teachers spend in didactic teacher-led activities in favor of more time spent in independent, individualized, student self-paced work with increased use of audio-visual media, a regularized series of teacher training workshops would be very much in order. The concept that every full-time C-O-C teacher could follow through with an extra-class responsibility recommended during the first year, still remains to be implemented. Among the areas needing such faculty responsibility are library services, supervised learning laboratory and the need for audio-visual services. The presence on faculty of a full-time reading specialist would also be supported on the basis of deficiencies shown in reading test data.

Student Selection Process

Criteria for student admissions were revised, codified and approved by the Break Free Board of Directors in spring 1972. The revised document is to be included in the State Urban Education Project Application Grant budget recycling proposal for the 1972-73 Third Year of Operation.

Among recommendations discussed between the evaluator for the Bureau of Educational Research and the Break Free Administration at Lower East Side Prep., the following were included in the proposed revised criteria for admissions policy:

1. Maintaining that 100% of enrollees continue to be defined only as high school dropout-returnees.
2. Placing not only a minimum level on reading ability of applicants (somewhere between grade equivalents 3.0 and 5.0) to better assure they will be able to take minimal remedial and academic work offered

at the Urban Prep School and move toward the goal of a high school diploma, but also placing a maximum ceiling on entering reading ability not to exceed that of junior high school, in order to not attract the more traditional or academically oriented dropouts.

3. Maintaining an increased enrollment to reflect and justify request for upward funding adjustment and to insure a faculty:student ratio of at least 15:1. Furthermore, the maintaining of a 60% ethnically Chinese student body by appropriate admission quota would help foster the original goals of the Prep School for recent immigrants from Asia and reflect the population of the Lower East Side community, including Chinatown.
4. Maintaining a criterion attendance level for continuous registration, based upon an absence ceiling of approximately 10 days.
5. Keeping on file a rotating waiting list of applicant high school dropouts who will serve as a pool to insure that the Prep School will be brought up to capacity as a fully utilized alternative at the start of each trimester (3x per school year).

A copy of the revised criteria for admissions appears as Appendix E under the title: "Admissions Policy and Procedures."

The Role of Streetworkers

Closer coordination between streetworkers who must do the initial community contact and screening task with dropout youth, and the administration and teaching staff in the Prep School is recommended to carry out the admissions policy as revised for 1972-73 so as to effect the ongoing instructional program.

Continued vigilance in record keeping for the 3rd year by streetworkers is recommended. It could assure maintaining improved efficiency in monitoring of attendance, lateness, cutting and follow-up of individual student cases. Better separation in the records of streetworkers of students in active status from those

on suspension file is also recommended.

Brief case histories illustrating and interpreting their work in their own words from the streetworkers themselves for appendixing to the Final Report for the coming Third Year of Operation, has been continuously recommended. Such documentation, repeatedly requested for the 1st and 2nd year's Final Reports was not received.

Curriculum and Instruction

This is the area which can most likely undergo greatest development in the future of the alternative Urban Prep School model for the 1972-73 experimental year. The following specific recommendations suggested are based on observations, interviews and analysis of results from the faculty questionnaire and interview.

1. Obtain from the New York State Urban Education Department their latest Curriculum Bulletin for every major subject area offered at Lower East Side Prep (see Table 7 for complete listing of all subjects offered).

2. Collate all weekly teacher outlines topic-by-topic to lay out trimester long series of instructional units using above sent-for Curriculum Bulletins and other sources, and adjust these units to minimal necessary State requirements for each course.

3. Type up in an approved format, semester length course series of curriculum plans in detail for the following year, including approximate time schedule.

4. Prepare special learning packets or modules of materials in several levels of difficulty for use with selected units of the above course outlines. These should include various applicable test and quiz materials, and be available for individualized use at any time as well as group use on a predetermined schedule.

5. Build reference sources for alternative and experimental approaches for individual and independent student projects applicable to selected curriculum units--eventually all major curriculum units. Such alternative approaches could include various audio-visual materials and programed learning approaches to topics

beyond classroom teaching, and could also include core and other cross-curricular approaches to learning and instruction.

6. Because teachers under the current time pressures can hardly provide many alternative approaches to each topic under study or to facilitate a great deal of individualization, use of nationally or locally available learning materials as enumerated in (5.), is recommended wherever possible.

7. A special ESL (English-as-a-Second Language) program with a staff person trained as a reading expert appears well recommended for students (mainly from Asia) who have limited facility with the full academic program.

Coordination with Cooperating High Schools and Colleges

Beyond the greatly improved work of the teacher-coordinator in record integration, a highly deficient area has been the lack of broad-based recognition of the Urban Prep School and its work to the faculty and students of the two "home" high schools of record. A continued spirit of openness and cooperation on the part of Lower East Side Prep is supported by these recommendations, but essentially the position of the leadership of the alternative school that initiative, time and resources for a more informed contact should come mainly from the larger public schools is clearly understood.

It is further recommended that contact with the privately funded Dalton School be maintained with continued limited use of its facilities for special individuals and programs as offered.

The strong and well liked creative art program under the direction of trained student-tutors from Pratt Institute should be continued.

Use of the diagnostic facilities for sensori-motor learnings at Pace College should be continued and expanded to include Lower East Side Prep's availing itself of services for remedial language arts and English-as-a-Second Language very early in the school year.

Use of the Language Laboratory facility at New York University's American Language Institute should be maintained as long as the Prep School's own facility

remains incomplete or inadequately staffed.

In the absence of funds for E. S. L. staffing, explorations for placement of college interns into the special work of the Urban Prep School at university expense should be completed before the opening of the 3rd year in September 1972. Such explorations should be pursued separately or concurrently with New York University, Teachers College--Columbia University, or Pace College.

Cooperation with Funding Agencies

The current cutback of State Urban Education funds by about 10% during the Second Year of Operation in the face of rising student enrollment (more than 133% of base year), with salary costs increasing, is aversive to full operation of the program. It limits an innovative program's development according to plan. The formula for a 5-year funding projection suggests an annual cost of living adjustment at the rate of 10% per annum upward. The projected increase in student enrollment will require funding an extra teaching position above the 10% cost of living adjustment.

Three areas of concern need mention here.

First: Simplification of procedures and reducing time delay for ordering approved materials and equipment to support the innovative instructional program, needs to be achieved. This appears to be a persistent problem affecting many funded projects.

Second: Greater direct interest on the part of the State Education Department which funds the instructional component, in periodically visiting promising activities and making known its more direct input into suggestions for further developing the model program.

Third: Increased level of coordination at the initiative of the Trust Company through its Training Division and the Urban Prep School's several business/commercial course offerings. The Trust Company (ultimate private funding source of Lower East Side Prep) failed to deliver on its offer concerning these courses. Also needed are some work/study cooperative type positions for upper level or project students with the sponsoring corporation.

Contact with Community Organizations and Communications

Although greatly strengthened in the second year, the area of information flow needs constant attention and renewal:

1. Communication flow to Lower East Side community organs could be more regularized and in English and Spanish as well as in Chinese. For example, a monthly broadsheet could be undertaken as a student involved communications project.

2. Approved evaluation reports should be made available at alternative education conferences, and also to the E. R. I. C. Documentation Center for the Disadvantaged (Columbia University) for information retreival capability on a regional and national basis.

3. Finally, it had been recommended that a videotape documentary on the history and operation of the Urban Prep School in its second year be passed upon for approval, funding and implementation by the Board of Directors of Break Free, Inc. during the third trimester. This was tabled indefinitely. The value of such an activity for more widespread public recognition to be done hopefully during the Third Year of Operation should not be underestimated.

*** End of Chapter V ***

VI SUMMARY AND CONCLUSIONS

Descriptive Summaries

Main Functions. In its second year, Lower East Side Prep., an Urban Preparatory alternative school has continued to serve the Lower East Side community including Chinatown with an alternative, complete, partially innovative, small classroom, seminar style teaching environment leading toward graduation with an academic diploma for over 80 dropout-returnees in a 3-terms per year school schedule. The student : faculty ratio has remained under 15 : 1, an open door policy to problem solving remains in effect, bi-lingual instruction in English and in Chinese continues, and a tutorial program available to all students is overlaid on a 7-period day featuring nearly 3 dozen courses per term, about 2/3rds of them required majors.

Multiple Funding. A nearly equal balance between the State Urban Education--Quality Incentive Program Grant for teachers and instructional materials, and the non-profit funding through Break Free, Incorporated for administration, community liaison and physical facilities has continued the concept of multiple funding. This was designed to assure a more innovative model for the school and a paradigm for public-private cooperation with youth in need of their joint assistance. Expenditures under the $91,338. public funding component were nearly completely subscribed to this second year. Expenditures under the private funding were oversubscribed, requiring limited borrowing against funding for 1972-73, it has been repeatedly reported.

Administrators' Functions. Teaching administrators have continued to maintain an open door policy to students, but have followed detailed job descriptions developed in 1971 clearly separating functions among four different staff positions this second year: the Director, Assistant Director, Teacher-Coordinator and Guidance Coordinator; also locally referred to as"Headmaster,""Assistant Headmaster," "Coordinator," and "Guidance Director."

Diversified Test Administration. Administration of testing functions has remained diversified -- the Guidance Coordinator overseeing the "In-House" subject matter testing program, the Teacher-Coordinator managing English language proficiency testing for E. S. L. students, and the Assistant Director running the standardized Advanced Metro' '70 achievement testing for pre-testing and the Guidance Coordinator taking over this function for the June '72 post-testing.

Students' Records. Record keeping markedly improved the second year under general responsibility of the Teacher-Coordinator who functioned both at the Urban Prep School and at the cooperating public high schools. However, the level of cooperation from the position of the "home" high schools, valuable as it was, was limited to this formal record function and the issuance of approved diplomas and transcripts from these two large metropolitan public high schools.

Teaching Positions. Five (5) full-time teaching positions functioning under State Urban Education funded Certificates-of-Competency carried the bulk of the required major courses. Privately funded part-time, student-teaching, volunteer and tutorial persons from private industry along with the teaching administrators carried the balance of the program, including most electives to an equivalent of 4.0 teaching positions. Total faculty involvement of 13 staff persons in some kind of teaching roles was equivalent to 9.0 teaching positions.

Methodology in Instruction and Learning. Teaching methodology favored the teacher-dominated class with recitation-discussion question-and-answer interspersed with lecturing to almost 90% of the time. Low levels of student-student interaction, independent study, use of audio-visual and programed materials persisted in their under-utilization. The every teacher survey has revealed under-utilization of preparation and tutorial time, a lack of visits made to other educational innovation projects, and a stronger positivity of attitude on the part of part-time staffers toward students and co-workers as compared to full-time Certificate-of-Competency teaching staff.

Community Liaison Workers. Known locally as "Streetworkers," this three-man staff has helped improve attendance procedures in the second year, and serves as the principal ongoing link to community organizations in their work with individual student problems. They have also led in development of an intramural sports program with other alternative school projects, including Urban Prep Schools and Street Academies.

Student Body and Group Distribution. The student body in dropouts and new registrants has maintained a turnover rate of approximately 20% - 25% per trimester. A drop in the ratio of Chinese students to less than half by end of 1st trimester has been countered with new registrants, but has remained below the mandated 3/5ths criterion level (60%) embodied in the original Project Proposal and current Evaluation Design, throughout the school year. This turnover has rendered matched sample data pairing for pre-post-testing rather difficult of attainment and limiting in scope and value. Student attitude on the every Student Attitudinal Questionnaire has remained strongly positive to the idea of the Urban Prep School, and is fully consistent with the findings on the same survey instrument made one year earlier during the first year of operation at L. E. S. P. (1970-1971).

Conclusion to Descriptive Summaries:

It is concluded that all major components of the program are operational under Evaluation Objective #5 at the Urban Prep School, except the language laboratory, and that the level of operation of these components generally equals or excells that of the first year.

Data Summaries

(Paragraph Numbers are Coded to Correspond to Program and Evaluation Objectives).

1. Attendance. Absence rates rose from 8.8% to 13.3% during the three trimesters for a yearly average of 11.5%, compared to a city-wide academic absence rate of 27.3% for the previous year. Prep School enrollees had a 31.2% absence rate in public school the preceding year. Therefore, the 40% criterion absence rate reduction required in Objective #1 was statistically significantly surpassed by far with better than 99% probability that the improvement reduction was not due to chance. Although absences increased in average from 10.1% to 11.5% over a two year period, enrollees at Lower East Side Prep a second year were within 1½% of their absence rate the first year. This latter comparison was not statistically significant and therefore showed stability of motivation to attend at Lower East Side Prep as compared to that at the public high schools of origin.

It is concluded that attendance at Lower East Side Prep is significantly better than that of the same enrollees at the public "home" high schools of record, and that greatly improved said attendance tended to be maintained over a two year period for those in continuous enrollment.

2A. Academic Achievement. Based on a 2-trimester study, the average gain of 14.3% on all subject-matter teacher-made criterion tests received, failed to meet the minimum expected criterion gain of 25% - 50% improvement as stated in Objective #2. Seven (7) of 16 courses studied, were individually within the 25% - 50% range in improvement pre-to-post-test, but only four of these (only 25% of courses submitting complete test data), rated as "high performer" courses according to use of an "Effectiveness Index," — the "G" (Gain) Ratio. Statistical tests of significance were not required in the design for these unvalidated instruments which had seen no student tryout prior to their use. Among the poorest performing subjects according to this test of "Effectiveness" were: English, General Mathematics, American History and Biology. Recommendations for requiring use only of standardized

commercially available subject matter tests for the third year have been reported in Chapter IV, p. 35.

It is concluded that students as a whole failed to achieve gains up to expected criterion on teacher-made, subject matter tests. However, within this total group of courses studied, one-fourth of them were able to be rated as "high performers" according to a "G" Ratio gain formula.

2B. Standardized Reading & Mathematics Achievement. Reading comprehension for 84 enrollees pre-tested at grade equivalent averaging 6.8 on the Advanced Metropolitan Achievement Tests, Revised (1970) Edition. Fully 2/3rds of dropout-returnees entered the Prep School at below junior high school reading standard of grade equivalent = 8.0. The June 1972 post-test in reading comprehension averaged grade equivalent 9.4 for a gain of just over two and one-half ($2\frac{1}{2}$) years in reading, which was highly statistically significant at the 99% level of probability. The more modest gain in mathematics problem solving with the Advanced Metropolitan Achievement Test from pre-test average grade equivalent 7.9 to post-test average grade equivalent 8.6, represented only 0.7 of a grade gain which was still statistically significant at the 95% level of probability. These figures were submitted to the New York State Education Department as "hard data" of the project on Minform (Mailed Interim Information Form), Summer 1972. Thus, the criterion of significance called for in Objective #2 on standardized achievement measures was, in general, met.

The Teacher-Coordinator's study of the correlation between reading comprehension scores on the Advanced Metropolitan '70 Test and report card averages yielded a correlation value, $r = -0.1$ (Pearson's "r") which showed no correlation between grades earned and the standardized achievement testing.

It is concluded that enrollees as a group improved statistically significantly in standardized measures on reading and mathematics as a result of the educational program at Lower East Side Prep., but that the specific curriculum components that led to this improvement in skill levels could not be specifically isolated and identified.

3. Credits Earned Toward Graduation. Earned grades assigned by teachers and appearing on report cards climbed almost 5 percentage points from 1st to 2nd trimester, and an additional 1.4 percent to third trimester to reach from 66.8% to 72.8% by June 1972. Correspondingly, students' Carnegie Unit credits earned toward graduation climbed from 3.1 c. u. at end of 1st trimester to 4.8 c. u. by end of the 3rd. Those for whom records in their previous year in regular high school were available (1/3rd of enrollees) exceeded the criterion stated for Objective #3 that 40% - 60% more credits would be earned at Lower East Side Prep than previously elsewhere. Credits earned over the year averaged 10.6 at the Prep School; only 4.9 credits previously elsewhere, for an increase of 116.3% which was statistically highly significant over the criterion required (40% - 60%) at a probability level of 99%. Students in their second year at Lower East Side Prep averaged 10.6 credits earned over their average of 7.6 credits earned in their first year, an increase of 71.7% which also exceeded the design criterion in Objective #3 of 40% - 60%.

The goal of graduation with academic diploma was achieved by one-third (33) of Prep School students during the 1971-72 school year. Nearly two dozen (23) of these 33 graduates had been accepted into college level training or study options for Fall 1972. This datum can only speak favorably for the program at Lower East Side Prep reaching one of its main goals for a significant number of its participants.

It is concluded that enrollees as a group improved statistically significantly in credits earned toward graduation over that of their public high school record as a result of the educational program at Lower East Side Preparatory School.

4. English Language Proficiency Testing for E S L Students. Average scores on a battery of 3 taped tests, standardized by the American Language Institute for English language structure, vocabulary and aural comprehension for students whose original language was a Chinese dialect or Spanish, yielded only a 6.2% improvement pre-to-post-test over a 6 month period. While statistically highly significant at a probability level of 99% according to "t" test, the improvement failed to achieve the 33% gain criterion called for in Objective #4.

Furthermore, the 6-level ranking on the composition test as judged by a committee of experts at the Language Laboratory of New York University revealed only about 1/5th of ESL testees as ready for a full academic program. Yet the absence of administrative agreement as to whether a full remedial program would tend to stigmatize aginst students with Asiatic and Latin backgrounds in their drive for diplomas, and the absence of a trained ESL specialist on staff to adequately deal with the problem at the point of classroom instruction, left any implementation suggested by these results of E S L testing with the American Language Institute instruments, not acted upon.

The critically important recommendation of a special E S L program with a full-time trained staff person, may again by reiterated for the majority of the above identified students for whom English is a second language (see Recommendations for Curriculum and Instruction, #7, p. 64).

It is concluded that the average gains made in English language skills performance in E S L testing failed to meet the 33% design criterion level of improvement, even though they were statistically significant.

It is further concluded that the majority of E S L students (selected as recent immigrants from China or as in-migrants from Puerto Rico) do not possess the English language skills necessary as minimum competence to succeed in the overall academic program of the Urban Prep School without special remedial instruction.

5. Descriptive and Observational Analyses. Summary and short conclusion to Implementation Objective #5 has already been completed and forms the first half of this final chapter of the Second Year of Operation of Lower East Side Prep -- an alternative school program for dropout-returnees. The thrust has been generally positive to the continued development and funding of the project (see Descriptive Summaries -- Chapter VI, pp. 67 ff.).

*** End of Chapter VI ***

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Appendix A

LOWER EAST SIDE PREP SCHOOL

PROGRAM OUTLINE FOR 3rd TRIMESTER[1] -- March 29 - June 30, 1972

Day Based on Seven (7) 40 Minutes Periods
Teacher's Day: 8:00 A.M. - 2:20 P.M.

Period 1: 8:15-8:55

English 7 & 8
Language Arts 1 (bilingual)[2]
Algebra 1
General Science
Intellectual History (Philos.)[4]

Period 2: 9:00-9:40

English 5
Language Arts 2 (bilingual)
Algebra 2
Modern Arithmetic
Spanish 1
World History 1A

Period 3: 9:45-10:25

Sociology
Spanish 2
U.S. History 1A
Chemistry 1
General Mathematics 1
Typing

Period 4: 10:30-11:10

English 3
Spanish 3
Biology 1
Economics 1A
Hygiene[3]
English Reading 1A (bilingual & tutorial)

Period 5: 11:15-11:55

Spanish 4
General Math 2
Geometry
Economics
Black History
English Reading 1B (bilingual & tutorial)

Period 6: 12:00-12:40

English 1
Algebra 3
World History 1B
World Geography 1A
P h y s i c s
Language Arts 3 (bilingual)
A r t 1A
Photography 1A

Period 7: 12:45-1:25

Trigonometry
U.S. History 1B
Chinese History (given in Cantonese)
Puerto Rican History (bilingual)
World Geography 1B
P s y c h o l o g y
A r t 1B
Photography 1B

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[1] TRIMESTER = Approx. 14 5-day weeks or equiv.

[2] BILINGUAL - Language Arts courses marked "bilingual" are given in Cantonese and in English, mostly for "Juk Kok" (Hong Kong born) immigrants.

[3] HYGIENE - Course given by Head Streetworker to stress problems of narcotics-drug abuse and sex education.

[4] PHILOSPHY, SOCIOLOGY & PSYCHOLOGY courses - given by Administrative personnel as special electives. All Director and Coordinator personnel must face students at least once daily before the classroom.

Appendix B

C U R R I C U L U M

Lower East Side Prep School -- School Year 1971 - 1972

A R T

ENGLISH

HYGIENE

LANGUAGE ARTS I, II

MATHEMATICS
- General Mathematics
- Algebra I, II
- Geometry
- Trigonometry

PHOTOGRAPHY

PSYCHOLOGY

S C I E N C E
- General Science
- Biology I, II
- Chemistry I, II
- P h y s i c s

SOCIAL STUDIES

- Economics
  - General Economics
  - Urban Economics
- History
  - World History
  - U. S. History
  - Black History
  - Chinese History
  - Puerto Rican History
- Geography

SPANISH

TYPING

Appendix C

BER/sfw 3-72 — FORM FOR FACULTY SURVEY -- LOWER EAST SIDE PREP — CHARACTERISTICS OF THE FACULTY* — 2nd Trimester 1971-72

S. Wyndham Anderson, Dir.
Paul Wong, Assistant Dir.

Your Name _____ Teach Main Subj. _____
(If Non-Teaching Assignm't., Please so state)

Check, Where Brought Up: NYC___ NY State___
East___ South___ Midwest___ West___
P. Rico___ China___ Hong Kong___
Taiwan___ Other (Specify)_____

Elective Subject(s)_____

Type of Upbringing: Urban___ Suburban___ Rural___
Farm ___ Other (Specify)_____

Highest Degree Earned_____ Date (Year)_____

Name & Location of College or Univ._____

Major Subject_____ Minor Subject(s)_____

Teacher Training: Yes___ or No___ If Yes, How many years?_____

At LOWER EAST SIDE PREP
Check Type of Appointment or Service You Hold: Cert.of Comp.__
Full Lic.-NYC/NY State Teacher __
Young Life/Break Free __
Unpaid Volunteer __
Stud.Tchr.& Name of College __
_____
Other Than Above (Specify)_____

Check Time Basis: Full Time___ Part-Time___
For F.T., I am at L.E.S.P. ___ Hrs. per Day and, I teach ___ Classes.
For P.T., I am at L.E.S.P. ___ Hrs. per Day and, I teach ___ Classes.

My Estimate of TEACHING METHODS I use in Classroom This Year:

(Indicate % of Time to nearest 10%)	(Check First Column Only)	(Leave Blank)
Recit.-Ques.& Ans.	_____	____
Lecture	_____	____
Demonstration	_____	____
Group Silent Study	_____	____
Independent Self Study	_____	____
Seminar	_____	____
Tutorial	_____	____
Student-Student Discuss.	_____	____
Peer Tutoring	_____	____
Project Method	_____	____
Other (Specify)	_____	____
TOTAL = 100%		

Check Whether Homework is Assigned:
Regularly ___
Sporadically ___
or
Not Assigned ___

If Assigned, Average No. of Times per Week _____

CURRICULUM PRACTICES that seem to work well for me.
(Ex.: Lecture, Question, Assign & Test) _____

CURRICULUM PRACTICES that Don't seem to work well for me.
(Ex.: Subgrouping, peer tutoring A-V aids, student contracts, etc.) _____

*All Staff Members--incl. teaching admin., streetworkers, vol. & stud. teachers, tutors, etc. shall complete this Questionnaire -- 2 pp.

L. E. S. P. Faculty Survey 3/72 — p. 2

List what you do for the bulk of your time in the following periods: (Estimate time to the nearest 10%)

A. Conference/ /Tutorial Period _____ 100%

B. Preparation Period _____ 100%

Innovative practices I have used this school year (if any) _____

Or, if none, check here ___

Curriculum & Educational Centers I have visited this year (if any) List Name, Location, Date & One Special Ed. Feature Observed in Visit _____

Or, if None Visited, Check Here ___

Other Alternative Schools I have visited this school yr. List Name, Location, Date & Any Special Feature of Each _____

Or, if None Visited, Check Here ___

ATTITUDES I HOLD AT : LOWER EAST SIDE PREP

Attitudes are Ranked on a Five Point Scale:

(Check One Position on Scale for each of the four classes of persons at L. E. S. P.)

SCALE
5 = very positive
4 = somewhat positive
3 = indifferent or neutral
2 = slightly negative
1 = quite or very negative

Attitude Toward:	5	4	3	2	1
Administrators	___	___	___	___	___
Fellow Teachers	___	___	___	___	___
Streetworkers	___	___	___	___	___
S t u d e n t s	___	___	___	___	___

Indicate Degree of Coordination with Other Teachers: (Check One:) ___ Very much ___ A little ___ Nil or none

(If coordination does occur, state just what it consists of) _____

Teaching for me is: (Check One:) An Interim Job _____

A long term professional commitment _____

I can't decide _____

Ten (10) Years from Now, I expect to be doing _____

FURTHER COMMENTS: PLEASE CONTINUE ANY FURTHER COMMENTS YOU MAY HAVE ON BACK OF THIS SHEET ***

Appendix D

LOWER EAST SIDE PREP SCHOOL STUDENT QUESTIONNAIRE

Last Name_____ First_____ Grade_____ Date_____, 19 __

Date of Birth_____ Date you started at L. E. S. P. _____

Name of Last School Attended before L. E. S. P. _____

Location of Last School_____ Last Date Att._____

How you first heard about L.E.S.P. _____

DIRECTIONS: For each question below, put a (Circle) around the Letter of your Choice.

1. How do you feel about the classes given at L. E. S. P. ?
   A. very satisfied B. satisfied C. No feelings either way
   D. not satisfied E. very unsatisfied

2. How well do you think your teachers at L.E.S.P. know you?
   A. very well B. well C. a little D. hardly know me
   E. don't know me at all

3. So far at L.E.S.P. do you think that you have learned
   A. very much B. a fair amount C. a little D. very little
   E. nothing at all.

4. Have your feelings about your future changed because of L. E. S. P.?
   A. future will be a lot better B. future will be a little better
   C. future will be the same D. future will be little worse
   E. future will be a lot worse

5. How has the amount of reading you do now changed since starting at L.E.S.P.?
   A. I do much more B. I do a little more C. Same as before
   D. I do a little less E. I do much less

6. For which of the following do you think L.E.S.P. best prepares you?
   A. Regular school B. Full-time work C. Job Corps D. College
   E. Armed Forces F. None of these G. Other (name which?)_____

7. Of the following, what do you think is the best reason for going to L.E.S.P.?
   A. to earn more money on the job
   B. to be able to live a happier life
   C. to like art, music, literature more
   D. to be able to understand better what is going on in the world and the city
   E. to keep off the street

8. Why did you come to L. E. S. P. ?
   A. I was put on probation
   B. Wanted to come on my own
   C. My parents wanted me to come
   D. My friends were coming here
   E. I had nothing else to do
   F. Other reason (state the reason)_____

9. Do you try harder now on your school work than before L. E. S. P. ?
   A. much harder B. harder C. same D. less hard. E. don't try at all

10. When you start working on a school problem now, what happens?
    A. Much more likely to finish it than before L. E. S. P.
    B. More likely to finish it than before L. E. S. P.
    C. Just as likely to finish it as before L. E. S. P.
    D. Less likely to finish it than before L. E. S. P.
    E. Much less likely to finish it than before L. E. S. P.

11. How do you feel about asking the L. E. S. P. teachers questions?
    A. Always easy to ask B. Most of the time easy to ask
    C. Sometimes easy to ask D. Most of the time hard to ask
    E. Always hard to ask.

12. Do you feel you can do the school work given you at L. E. S. P. ?
    A. Always B. Often C. Sometimes D. Seldom E. Never.

13. The L. E. S. P. teachers have had
    A. More influence on me than anyone else
    B. A great deal of influence on me
    C. Some influence on me
    D. Little influence on me
    E. No influence on me.

14. The L. E. S. P. streetworkers have had
    A. More influence on me than anyone else
    B. A great deal of influence on me
    C. Some influence on me
    D. Little influence on me
    E. No influence on me.

15. For the L. E. S. P. teachers, I have
    A. More respect than for anyone else
    B. A great deal of respect
    C. More respect than I have for a lot of people
    D. Some respect
    E. Little or no respect.

16. For the L. E. S. P. streetworkers, I have
    A. More respect than for anyone else
    B. A great deal of respect
    C. More respect than I have for a lot of people
    D. Some respect
    E. Little or no respect.

17. The L. E. S. P. teachers have given me
    A. A great deal of help with my personal problems
    B. Some help with my personal problems
    C. Little help with my personal problems
    D. No help with my personal problems
    E. Have interfered with my personal problems.

18. The L. E. S. P. streetworkers have given me
    A. A great deal of help with my personal problems
    B. Some help with my personal problems
    C. Little help with my personal problems
    D. No help with my personal problems
    E. Have interfered with my personal problems.

19. Of all the people you have met since coming to L. E. S. P., who would you most want to be like?_ _.

20. Did the way you want to get ahead in life change because of L. E. S. P.?
A. Want to get ahead much more
B. Want to get ahead more
C. Want to get ahead about the same
D. Want to get ahead less
E. Want to get ahead much less.

21. Have your plans for continuing school been changed in any way as a result of your being at L. E. S. P. ?
A. Now, much more likely to stay
B. Now, more likely to stay
C. Not changed — still will stay
D. Now less likely to stay
E. Now much less likely to stay
F. Not changed — still will leave or not return to school.

22. Did the way you feel about people in authority change because of L. E. S. P.?
A. Like people in authority much more
B. Like people in authority more
C. Feel same way about people in authority
D. Like people in authority less
E. Like people in authority much less.

23. How much like your regular school teachers are the teachers at L. E. S. P.?
A. Much better B. Just as good
C. Almost as good D. Not as good
E. Much worse.

24. What did you expect to learn at L. E. S. P. ? _____

_____.

25. How much of it did you learn?
A. All of it B. A lot of it
C. Some of it D. A little of it
E. None of it.

26. In general, is the L. E. S. P. program different than regular school?
A. Completely different B. Very different
C. Somewhat different D. Only a little different
E. The same -- no difference.

If different, how is it different ? _____

_____.

27. Next year would you want to come back to L. E. S. P. ?
A. Yes
B. Maybe
C. No

28. Are you satisfied with L. E. S. P. ?
A. Extremely satisfied B. Very satisfied
C. Somewhat satisfied D. Somewhat unsatisfied
E. Very unsatisfied.

Why do you feel this way ? _____

_____.

* * *

Appendix E

ADMISSIONS POLICY AND PROCEDURES

1. Enrollment shall be limited to 85 students.

2. An applicant must be a high school drop-out.

3. Applicant must show strong interest in attending Lower East Side Preparatory School.

4. American-born applicants must have at least a fifth grade reading level, as determined in advance by the Metropolitan Achievement Tests.

5. Foreign-born applicants must have at least a third grade reading level, as determined in advance by the Metropolitan Achievement Tests.

6. Applicants having a ninth grade reading level, or higher, are not eligible for admission.

7. Previous transcripts and such other school records as may be deemed pertinent must be submitted at the time of application. No decision will be made unless and until these records are received and reviewed. The Teacher Coordinator will have authority in this area.

8. The School must maintain a 60% Chinese population. Therefore prime consideration will be given to achieving that goal.

9. Recommendations from our own Streetworkers will be given priority over referrals from other agencies.

10. Referrals from community agencies must be submitted in advance in the form of written recommendations.

11. Use of drugs, excluding methadone, disqualifies an applicant for admission. A registered student will be dismissed immediately if discovered using such drugs.

ADMISSIONS POLICY AND PROCEDURES

12. All applicants must be interviewed by the Headmaster or Assistant Headmaster, the Guidance Director, and the appropriate Streetworker. These individuals shall constitute the Admissions Board. More than half of its members must vote in an applicant's favor before he can be admitted. The Board cannot interview an applicant and make final decision until the appropriate requirements outlined above in Paragraphs 1-7 have been met.

13. A rolling waiting list for the following semester will be developed as applicants complete the above eligibility requirements.

14. A student must pass more than half of his courses and have a record of reasonable behavior in order to re-enroll the following semester.

15. All students are expected to comply with the School's attendance, discipline, and work contract regulations. The accumulation of more than ten unexcused absences or ten points will result in suspension for the remainder of the semester and loss of course credit. A public chart will be maintained, giving warning when eight absences or eight points have been reached.

Wyndham Anderson
Headmaster

APPROVED BY BOARD OF DIRECTORS
BREAK FREE, INC.
Lower East Side Preparatory School
6 February 1972

Appendix F

LOWER EAST SIDE PREP SCHOOL

STREETWORKER'S JOB DESCRIPTION

The Streetworker is the School's key contact person with individual students and with the community. He is critical to the school's success. Therefore, it is essential that each Streetworker carry out his reponsibilities as defined - thoroughly and reliably. This includes job assignments at the school and the follow-up in the community.

The Head Streetworker will outline school policy to the Streetworker staff, and through them to the students and community. The Head Streetworker assigns and supervises all taks, and reports directly to the Headmaster.

1. Each Streetworker must work an 8-hour day. Two Streetworkers must report the the school promptly by 8:15 A. M. each day. One may report at 10:00 A. M. These may be rotated.

2. Every student must be assigned a Streetworker. The Headmaster, Assistant Headmaster, and the Director of Guidance and Counselling should have copies of this breakdown. It is very important that Streetworkers help create a harmonious relationship between the student body and the administration.

3. Accurate school and classroom attendance records must be kept daily. Follow regulations exactly. These records must be maintained on an up-to-date basis, and stored safely in the Streetworker's office.

4. Absentees should always be followed up on promptly by telephone. A home visit should follow immediately after the fifth absence. Each Streetworker is responsible for students assigned to him.

5. A regular program of home visitations must be set in motion by each Streetworker, visiting the families of each of his assigned students, reporting on student's school work and personal progress. This requires the Streetworker to be fully acquainted with all aspects of the school's program, including diploma requirements, course offerings, teachers' evaluations, attendance regulations, and discipline rules. Dates and significant results of visitations should be recorded in Streetworker's office. Report any special situations to the Head Streetworker.

6. Counselling is a key part of each Streetworker's job. He must develop and strengthen solid personal relationships individually with students. This requires not only insight and commitment, but competency and skill in helping students deal with personal problems or problems in the school. It often means that the Streetworker must aggressively initiate action - confront the student directly. Students may resist, even resent this, but it is necessary if students are to deal honestly and successfully with themselves.
Look for opportunity to deal with students as persons - streets, sports, clubs, etc.

7. Streetworkers should work together in establishing and strengthening contacts and relationships with all appropriate community agencies and organizations.

8. It is the Streetworker's job to enforce all school rules. In order to do this, each Streetworker must always be visible and active daily when school is in session. The elevator stairway and school entrance, the student lounge, and classroom halls are areas that must be constantly manned and patrolled at all times. In order to be fair and respected, the discipline rules must always be followed exactly. (For example, it is absolutely necessary to forbid all smoking and eating in classroom section of the building, and all congregating and noise in the stairway hall, otherwise, we jeopardize our continued use of the building).

   Streetworkers must assist the custodian in holding student accountable for work contract time.

9. Other responsibilities may be added by the administration as deemed necessary, to be submitted in writing to the staff.

(Signed by the Headmaster)

November 19th, 1971

Appendix G

CODE OF DISCIPLINE AT LOWER EAST SIDE PREP SCHOOL

Regulations

1971-72

A. ATTENDANCE

1. Classes shall be held from 8:15 A. M. through 1:25 P. M. daily, except on holidays as outlined on the attached sheet.

2. Regular attendance is required of each student in order to achieve the objectives of this special educational opportunity.

3. Students are expected to be on time for School and all classes.

4. Only ten(10) absences - excused and unexcused - are permitted each semester.

5. Each lateness will count as one fourth of an absence; i. e., four latenesses equal one absence.

6. Each cut counts as one-half of an absence; i. e., two cuts equal one absence.

7. School and classes start promptly on time. There will be a five minute break between classes.

8. Students arriving between 8:15 and 8:25 will be counted as late; between 8:25 and 9:45 as a cut; arriving after 9:45 (beginning of Third Period) will be counted as an absence.

B. DEPORTMENT

1. It is assumed that students enter this School to pursue their studies seriously and successfully, and in the shortest time possible.

2. In order to provide an environment where that is possible, the following rules and penalty points for violations shall be enforced:

NO DRUG USAGE	- 10 points
NO REFUSAL TO DO COURSE ASSIGNMENTS	- 4 "
NO GAMBLING	- 3 "
NO FIGHTING	- 3 "
NO SMOKING IN CLASSROOM SECTION (Permitted only in Elevator Hallway and Student Lounge)	- 3 "
NO EATING IN CLASSROOMS	- 3 "
NO EXCESSIVE NOISE	- 2 "

B. DEPORTMENT (CONTINUED)

3. An accumulation of ten (10) points in one semester will result in dismissal.

4. The School telephone is for school business only. Students may not be called out of class except for emergencies. There is a pay phone outside the Student Lounge for students' personal use.

5. Students who have work contracts must fulfill their obligations on schedule. Failure to do so will result in double work loads and/or suspension. Course credit will not be given until all work commitments have been met.

6. Students not having a class during a given period must be in a study center or in the Student Lounge.

* * *

Appendix H

SAMPLE REPORT CARD

Dear Parent:

This evaluation of student progress has been prepared especially for you. We urge you to consider the report carefully and discuss it with your student.

If you have any question concerning this progress report, feel free to write or call me at the school.

Sincerely,

W. Anderson
Headmaster

P.S. Please sign below and return.

Mid Term _____

End Term _____

NAME: _____

LOWER EAST SIDE PREPARATORY SCHOOL
11 John Street
New York, N. Y. 10038

TERM____ YR.____

STUDENT PROGRESS EVALUATION

Subject	Class	Mid Term	End Term	Teacher
ENGLISH				
SOCIAL STUDIES				
ART				
MUSIC				
MATH				
SCIENCE				
LANGUAGE				
HYGIENE				
OTHER				

TEACHER'S EVALUATION

MID-TERM

Class: _____

Class: _____

Class: _____

Class: _____

Class: _____

Class: _____

Class: _____

Class: _____

END TERM

General Comments: _____

Appendix I

Lower East Side Prep School

IN HOUSE TEST — C H I N E S E H I S T O R Y — Fall Term 1971 *

Name

Class & Date

NOTE: Explanations may be written in Chinese.

PART I Directions: Read carefully each of the following statements and select the best choice from those listed. Answer by letter. VALUE 48%

1. ____ The name China is a a) Chinese appelation b) French appellation c) foreign appellation d) Latin appellation.

2. ____ China means a) the Middle Kingdom b) the Big Kingdom c) the Powerful Kingdom d) the Upper Kingdom.

3. ____ The Chinese people often denominate themselves as a) Tang Jen b) Hau Jen c) Ching Jen d) Chou Jen----also the name of a famous dynasty.

4. ____ Shih Ching means a) classic of poetry b) classic of history c) classic of literature d) classic of religion.

5. ____ I Ching means a) book of change b) book of divine c) book of the devil d) book of unchange.

6. ____ Chinese mythology begins with a) P'au Ku b) Tien Huang c) Ti Huang d) Yellow Emperor.

7. ____ The "Divine Husbandman" is a) Sheu Nung b) Yu Chao c) Sui Jen d) Jen Huang.

8. ____ Pakua - Trigram -- later used in divination -- was invented by a) Nu Kua b) Fu Hsi c) Huang Ti d) Tien Huang.

9. ____ One of the best-known model emperors was a) Yao b) Liu Pang c) Yu d) Wu.

10. ____ The man who rendered meritorious service to the people during China's great flood was a) Yu b) Shun c) Yao d) Wu.

11. ____ The first known Chinese dynasty was a) Shang b) Hsia c) Chou d) Tang.

12. ____ The Chou dynasty was founded by a) Wu b) Yu c) Tong d) Liu Pang.

13. ____ The period of "Spring and Autumn" dated from a) 722 - 481 b) 822 - 581 c) 922 - 681 d) 1022 - 781.

14. ____ The political system during the Chou dynasty was known as a) Feng Chien b) Shu Ching c) Mongol d) Chuen Chin.

---

* Test developed by the Late Killy Wong, bi-lingual Chinese-English ESL teacher at Lower East Side Prep. 1970-72.

15. ____ The philosophic system that had the most lasting effect on the minds of the Chinese was one known as a) Taoism b) Feudalism c) Confucianism d) Optimism.

16. ____ Writing, codes of law were standardized in the period of a) Chin b) Chou c) Warring states d) Hsia.

17. ____ The recruitment of civilian bureaucracy through education was introduced into the machinery of the state in the dynasty of a) Han b) Chin c) Tsu d) 3-Kingdoms.

18. ____ The dynasty after Hau was a) Tsu b) T'ang c) 3 Kingdoms d) Chou.

19. ____ Buddhism from India was introduced into China during the period of a) Tsu b) Ching c) Ming d) Chin.

20. ____ T'ang Dynasty was the golden age of a) science b) literature c) philosophy d) religion.

21. ____ The most famous poet for lyric magic verses was a) Tu Fu b) Li Po c) Hau Yu d) So Tung-Po.

22. ____ Block printing was invented in a) T'ang b) Sung c) Yuen d) Ming dynasty.

23. ____ a) Political weakness b) Poverty c) Natural calamity d) Foreign invasion brought the T'ang dynasty to an end in 905.

24. ____ a) The first non-Chinese regime to control all China was a) Yuan b) Ming c) Ching d) Sung.

25. ____ The manifestations of decline as a great power were everywhere as China entered the a) 17th Century b) 18th Century c) 19th Century d) 20th Century.

26. ____ The Opium was between China and Britain broke out in a) 1839 b) 1939 c) 1739 d) 1639.

27. ____ In the Treaty of Nanking (1842) the Ching government was forced to cede to a) Taiwan b) Shanghai c) Hong Kong d) Canton.

28. ____ France, victorious in the was with China in 1883, made a colony of a) Burma b) Vietnam c) Singapore d) Korea.

29. ____ Japan, also victorious in the war with China in 1895, annexed the Liu Ch'iu (Ryukyu) Islands as well as a) Taiwan b) Hainam c) Kowloon d) Shantung.

30. ____ "Open Door" policy providing equal access into China in the early 19th Century was proposed by a) U. S. A. b) U. K. c) France d) Japan.

31. ____ The I-ho-T'uen, an organization supported by the Manchu court and led by the secret societies rampaged over north China with the intention of a) ousting the "foreign devils" b) changing China into a modern nation c) killing rebellion leaders d) helping warlords to get independence.

32. ____ The I-ho-T'uen Rebellion was defeated in 1901 by a) France b) Japan c) Russia d) an allied expeditionary force.

33. ____ The October 10th Revolution in 1911 was led by a) Yuan Shik-kai b) Sun Yat-sen c) Chai Yuet d) Huang Hing.

34. ____ The battlefield of the Japanese-Russian War (1904-05) was fought on a) Japanese soil b) Chinese soil c) Russian soil d) Korean soil.

35. ____ The Republic of China was founded in the year of a) 1901 b) 1921 c) 1911 d) 1931.

36. ____ The People's Republic of China was founded in the year of a) 1948 b) 1949 c) 1950 d) 1951.

37. ____ China entered World War I (1914-18) with the hope of recovering its lost province: a) Shantung b) Taiwan c) Kwangtung d) Sochow from the Germans.

38. ____ The Chinese Communist Party was founded in a) 1910 b) 1920 c) 1930 d) 1940.

39. ____ The first president of the Whampoa Military Academy was a) Chou En-lai b) Lin Poa c) Chiang Kai-shek d) Mao Tse-tung.

40. ____ In 1926, the Nationalist army launched the Northern Expedition. The leader was a) Mao Tse-tung b) Chou En-lai c) Chiang Kai-shek d) Lin Poa.

41. ____ In 1931, September, Japanese invaded Manchuria and set up there a puppet state called a) Taiwankuo b) Manchoukuo c) Koreakuo d) Ryukyukuo.

42. ____ The first Chinese Communist Soviet government was formed in 1927 in the province of a) Kiangsi b) Sochow c) Shantung d) Kwangtung.

43. ____ The first formal clash between Chinese and Japanese troops occurred on July 7th, 1937 outside Peking at the a) Long River Bridge b) Marco Polo Bridge c) West Bridge d) Chientong Bridge.

44. ____ In 1944, the Chinese could not stop the Japanese advances. The government was forced to move the capital from Nanking to a) Canton b) Taiwan c) Kunming d) Chungking.

45. ____ The Yalta Pact was secretly concluded between a) Japan and U. S. A. b) U. S. A. and Russia c) Germany and U.S.A. d) Germany and Japan.

46. ____ Under: a) General George Marshall b) General Dwight Eisenhower c) General Douglas MacArthur d) General George Washington, the attempt by the U. S. to reconcile the two major factors, the Nationalists and the Communists in China to form a coalition government, was a failure.

47. ____ By the end of: a) 1949 b) 1948 c) 1950 d) 1951, the Chinese Communists took over mainland China.

48. ____ In the outbreak of the Korean War (1950-53), the U. S. sent its: a) 5th Fleet b) 6th Fleet c) 7th Fleet d) Mediterranean Fleet to patrol the Taiwan Strait and protect the Nationalist regime.

PART II Directions: Read carefully each of the following statements and write T for True and F for False on the line to the left of each sentence. VALUE 16%

1. ____ The beginning of Chinese history, like those of other ancient peoples, is shrouded in obscurity.

2. ____ Chinese literature gives us much incontestable information concerning the origins of the people and their culture.

3. ____ The name officially adopted by the People's Republic of China in 1945 is Chung Hua Jen Min Kung Wu Kuo.

4. ____ The waxing and waning of power and the fusion and fission of Empire have been periodic phenomena in Chinese history.

5. ____ Like other peoples, the Chinese possess a body of folklore concerning the creation of the world and the origins of their nation.

6. ____ The movement of the Capitol from one place to another is a recurring phenomenon in the history of China and to a degree is indication of the rise and fall of Chinese power.

7. ____ The most remarkable development during the Chou period was in the realm of philosophy.

8. ____ Taoists urged men to hark back to the simplicity and primitiveness of the past.

9. ____ Confucian scholars had been out of favor during the Chin Dynasty.

10. ____ The Tang period witnessed a flowering of Chinese culture.

11. ____ The Sung period marked the commencement of modernity in China, not only in government and social organization, but also in the cultural and economic life.

12. ____ The consolidation and expansion of Ching power were primarily the work of two emperors: K'ang-hsi and his grandson Ch'ien-lung.

13. ____ The Tai-Ping Rebellion (1851-64) was not one of the anti-Manchu movements.

14. ____ Japan in May 9th, 1915, issuing an ultimatum--called "Twenty-one Demands," intended to subordinate the whole of China.

15. ____ The outbreak of World War II (1940-45) made China a partner of the United States.

16. ____ In 1945, the war ended. China emerged from the war nominally a great power, but actually a nation economically prostrate and politically divided.

PART III Directions: Carefully match each item in Column B to each item in Column A, and write the best choice on the line to the left of each item in Column A. Answer by letter only!

	Column A	Column B	VALUE 16%
1. ____	feudalism	a) Chou Dynasty	
2. ____	Confucianism	b) Wutai	
3. ____	the Great Wall	c) Mongol Emperor	
4. ____	Five Dynasties	d) Ching Dynasty	
5. ____	Ming Dynasty	e) Washington Conference	
6. ____	Kublai Khan	f) Sun Yat-sen	
7. ____	Manchus	g) the last Manchu King	
8. ____	I-ho-T'uen	h) Boxers	
9. ____	Pu-yi	i) Emperor Hung-wu	
10. ____	Kuomingtang	j) Shih Hung-ti	
11. ____	a hundred schools of philosophy	k) K'ung Ch'iu	
12. ____	World War I	l) Fengchien	
13. ____	First president of the Republic of China	m) Yuan Shik-kai	
14. ____	Shantung Peninsula	n) Chiang Kai-shek	
15. ____	Peking	o) Versailles Peace Conference	
16. ____	Three People's Principles	p) Peiping	

PART IV Directions: Write a critical essay on the following topic: (Essay may be written in Chinese) VALUE 20%

"It is possible to forecast the future of China according to the historical pattern which points to a certain sequence of changes."

How far is this statement true?

由朝代之交替，展望中華民族之前途如何？試就歷史觀點申述之。

EVALUATION DESIGN

1973 - 1974

Evaluation Design for
B/E F # 17 - 46415

L O W E R E A S T S I D E P R E P

(An Alternative School -- founded 1970
from Chinatown Academy)

Prepared by:
Seth F. Wohl

July 1 9 7 3

Dr. Anthony J. Polemeni, Director (Act.)

BUREAU OF EDUCATIONAL RESEARCH
BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street, Brooklyn, New York 11201

B.E.R. EVALUATION DESIGN: 1973-1974 SCHOOL YEAR

TO COMPLETE THIS PAGE, THE PROJECT PROPOSAL MAY NOT BE ENOUGH: YOU MAY HAVE TO CONTACT THE PROJECT COORDINATOR AND / OR PROJECT DIRECTOR.

B/E FUNCTION # 17 - 46415 . SOURCE OF FUNDING: STATE URBAN ED.

TITLE: LOWER EAST SIDE PREP

(An Alternative School for Dropouts--founded 1970 from Chinatown Academy)

ASS'T SUPT RESPONSIBLE FOR PROJECT: Ann Braunstein PHONE #: 596 - 7748

PROJECT COORDINATOR: Unassigned as of July 15th, 1973 PHONE #: --- 227 - 3017

PROJECT DIRECTOR: Maurice Weir, Executive Director BREAK FREE INC. PHONE #: 267 - 0473 18 19

OF SCHOOLS: One (1) # OF SUBJECTS: 30 ± # OF WEEKS: 42

PROJECT BUDGET: $ 40,707. (For Above Function # Only) EVALUATION BUDGET $ 2,035. (If not specified in proposal, allow up to 3%)

DOES EVALUATION BUDGET INCLUDE TEST PURCHASE AND TEST SCORING COSTS? YES ___ NO X

IF "NO", HOW ARE THESE TO BE PAID FOR? EVALUATOR OR BY OTHER MEANS

WHAT AMOUNT IS NEEDED FOR PRE AND POST TEST PURCHASE AND SCORING? $ 500.

WHO WILL PURCHASE PRE AND POST TESTS? PROJECT STAFF ___ EVALUATOR X

WHO WILL ADMINISTER PRE AND POST TESTS? PROJECT STAFF ___ EVALUATOR X

WHO WILL SCORE PRE AND POST TEST? PROJECT STAFF ___ EVALUATOR X

IF EVALUATOR MUST SCORE TEST, ARE THEY MACHINE OR HAND SCORED?

MACHINE ___ HAND X SOME OF BOTH ___

AFTER TESTS ARE ADMINISTERED, WILL THEY BE CENTRALLY COLLECTED BY PROJECT STAFF OR WILL EVALUATOR HAVE TO COLLECT FROM EACH SCHOOL? NOT APPLICABLE

CENTRAL COLLECTION ___ EVALUATOR COLLECTION X

ARE ANY EVALUATIVE INSTRUMENTS TO BE DEVISED IN WHOLE OR IN PART BY THE EVALUATOR?

YES ___ NO X

EVALUATOR'S NAME ___ PHONE #: ___
(Leave Blank)

LIAISON NAME ___ PHONE #: ___
(Leave Blank)

DESIGN SENT TO DFP ON: ___
(Leave Blank)

State Urban Ed.
B/E F# 17-46415
School Yr. 1973-74

L O W E R E A S T S I D E P R E P

I PROJECT DESCRIPTION

History, Funding Sources and Principal Program Offerings

Entering into its fourth school year (1973-74), Lower East Side Prep, an alternative educational enclave for 80-100 dropout-returnees from the Lower East Side community (including Chinatown) is entering into the third phase of its existence. This third phase will be a modified State Urban Education overlay of $40,707 for:

(1) remedial English;
(2) remedial mathematics; and
(3) bilingual (Chinese-English) communication skills,

as first part of a 5-year funding projection carrying through school year 1977-78.

The overlay for the 3 above-mentioned subject areas will take place on a tax levy base for the total instruction with a complete high school program of sciences, social studies, languages and electives, including tutorials and individualized student project courses. All told, approximately 30 subject courses will be offered each term. The school year will be divided into 3 trimesters of approximately 14 weeks duration each running from September 10th 1973 to June 28th 1974. Easter vacation will be eliminated excepting for Good Friday, and a Chinese New Year holiday of 3-days will be substituted during the second trimester.

The State Urban Education overlay on the tax levy base for the total secondary school program will depend upon private funding (through BREAK FREE, INC.--the community based educational and philanthropic organization) for its physical plant--currently housed in the Collegiate Corporation building at 11 John Street-6th floor through in the financial district of Manhattan; for its streetworker staff of 3 community liaison workers necessary for initial student identification and motivation, guidance counselling, parental-home-community contacts, and school attendance and discipline; for its office and custodial services, special library and instructional materials, volunteer tutoring and student-teaching arrangements for the art program and other minor subject area components; and, for its part-time faculty and Break Free administration.

S t a f f i n g

The State Urban Education funded staff will consist of 3 specialist teachers highly skilled in presenting a program of:

(1) remedial English -- a skilled reading specialist teacher;
(2) remedial Mathematics -- a skilled Math specialist teacher; and
(3) a bilingual ESL skilled specialist teacher, experienced with foreign students of Asiatic as well as occidental backgrounds.

A fourth position will be the person recommended by BREAK FREE, INC. who will administer and supervise the total school program. However, he will be paid out of tax levy funds under the beginning phase three operation, and bear the title: "Teacher-in-Charge." In this role, he will tend to combine functions performed previously by the State Urban Education funded Teacher-Coordinator and the privately funded Headmaster (or Director).

Remaining staff will consist of regularly licensed tax levy teachers provided from the Tables of Organization of the two feeder high schools -- Haaren and Seward Park.

Additional personnel (part-time, including volunteer tutorial and student teaching persons) may be provided under the auspices of BREAK FREE, INC. and its community associations, one of which includes the well-known Dalton School.

Student Selection, Testing and Placement

Participants are educationally disadvantaged dropouts from the Lower East Side-Chinatown community, approved by Break Free, Incorporated through its streetworker staff community liaison arm. Many students will be readmitted from the 1972-73 school year; the goal being graduation with a Lower East Side Prep academic diploma accredited through Seward Park High School, Haaren High School or the Dalton School.

Upon admission/readmission, every student will be required to take the Advanced Metropolitan 1970 Achievement Test Battery (designed originally for Grades 7-8-9) in English reading and in Mathematics (Tests #1 & 2, and 5, 6 & 7) on or before the first week of school in September. Resulting Grade Equivalent scores, as well as previous transcripts of record will be used to determine individual student placement needs. These scores will also serve as pre-test for the Evaluation Objectives to follow.

II PROJECT OBJECTIVES

Three objectives of the program relate to the three State Urban Education funded program components dealing with remedial reading skills, remedial mathematics skills, and bilingual communication skills. The fourth project objective based on observational visits and interviews relates to any discrepancies found between the total program as described in the Program Proposal for funding and Project Description above and that found in operation during the program year.

1. As a result of participation in the program of Lower East Side Prep., the reading grade of participants will show a statistically significant difference between the real post-test score and the anticipated post-test score.

2. As a result of participation in the program of Lower East Side Prep., the mathematics grade of participants will show a statistically significant difference between the real post-test score and the anticipated post-test score.

3. As a result of participation in the program of Lower East Side Prep., educationally disadvantaged dropout-returnees who are participants will show a statistically significant difference between the pre-test and the post-test scores in auditory-listening comprehension skills.

The Overall Goal of Project Objectives Nos. 1, 2 and 3 above is, TO BRING PARTICIPANT STUDENTS DEFICIENT IN READING AND IN MATHEMATICS AND/OR DEFICIENT IN BILINGUAL COMMUNICATION SKILLS UP TO A PROFICIENCY LEVEL SUCH THAT THEY WILL BE ELIGIBLE WITH SUFFICIENT CREDITS EARNED FOR GRADUATION WITH AN ACADEMIC HIGH SCHOOL DIPLOMA.

Implementation Objective #4.
As a result of the refunding of this recycled State Urban Education program, all program functions and components described in the Project Proposal and Project Description to the State Education Department will be observed as having been satisfactorily implemented or as having discrepancies between the program as described and that observed to be in operation. These observational findings will be so described in the Final Evaluation Report for the School Year 1973-74.

III EVALUATION OBJECTIVES

Evaluation Objective #1. To determine whether, as a result of participation in the academic program of Lower East Side Prep., students' reading grade will show a statistically significant difference between the real post-test score and the anticipated post-test score.

Subjects: Approximately 80-100 participants who are educationally disadvantaged dropout-returnees from the Lower East Side-Chinatown community, two or more years deficient in reading, or in mathematics, and/or in need of bilingual communication skills where English is a second language.

Method and Procedures (Including Time Schedule): Tests 1 and 2 for measuring achievement in reading skills (and also Tests 5, 6 and 7 for mathematics skills--see Evaluation Objective #2) of the Metropolitan Achievement Tests battery, Advanced Forms F, G & H (1970 edition, Harcourt, Brace & Jovanovitch, N. Y. C.) will be administered each student twice: during (or before) his first week of entry into the program in September 1973 as pre-test, and again during the last month of the program early in June as post-test to insure a minimum of 9-months treatment index. Students registering late or entering during the 2nd and 3rd trimesters will be required to take the Advanced '70 edition of the M. A. T. before placement and attendance in classes is determined or permitted. Separate Answer Sheets will be ordered x twice the number of students on total register in order that the test booklets may be reusable.

Analysis of Data: Data will be analyzed by the "Real (treatment) Post-test vs. anticipated (without treatment) Post-test" design as follows:

Step 1. Obtain each student's pre-test grade equivalent. This G. E. for each student is to be the average of his grade equivalent scores on Tests 1 and 2 in reading and vocabulary skills. (The post-test grade equivalent in June 1974 will be determined by the same averaging of the two component tests).

Step 2. Subtract 1.0 (since most standardized tests start at 1.0).

Step 3. Divide the figure obtained in Step 2 by the number of months the student has been in school to obtain an hypothetical (historical regression) rate of growth per month. (Beginning with 1st grade, 1 school year = 10 months).

Step 4. Multiply the number of months of State Urban Ed. funded program treatment by the historical rate of growth per month from Step 3.

Step 5. Add the figure obtained in Step 4 to the student's pre-test grade equivalent (Step 1).

Step 6. Test the difference for significance between the group predicted post-test mean and the obtained post-test mean with a correlated t-ratio.

Evaluation Objective #2. To determine whether, as a result of participation in the academic program of Lower East Side Prep., students' mathematics grade will show a statistically significant difference between the real post-test score and the anticipated post-test score.

Subjects: (Same as for Evaluation Objective #1).

Method and Procedures (Including Time Schedule): (Same as for Evaluation Objective #1, but applicable to Tests 5, 6 and 7 in mathematics). Each student's grade equivalent mathematics score is the average of his 3 grade equivalents in Test 5: Math Computation + Test 6: Math Concepts + Test 7: Math Problem Solving + 3. This applies to both pre-test score in September 1973 and post-test score in June 1974.

Analysis of Data: (Same as for Evaluation Objective #1).

Evaluation Objective #3. To determine whether, as a result of participation in the academic program of Lower East Side Prep., the auditory-listening comprehension skills grade of students will show a statistically significant difference between pre-test and post-test scores.

Subjects: (Same as for Evaluation Objective #1).

Method and Procedures (Including Time Schedule): A battery of 3 50-item tests in auditory-listening comprehension skills of the American Language Institute, New York University: Test 1: E2VA-Vocabulary; Test 2: E2SA-Structure; and Test 3: E2AC-Aural Comprehension-delivered by tape with response sheets, will be given twice: during the month of September 1973, December 1973 or March 1974 depending upon semester and date of entry into bilingual language arts classes as pre-test; and during the final examination week in the second and third trimesters as post-test, following completion of a minimum of 2-trimesters of bilingual language arts study by the participants.

A different auditory-listening comprehension skills test instrument may be substituted upon agreement between the Project Coordinator, the Consultant-Evaluator and the approval of the Bureau of Educational Research.

Analysis of Data: The pre-test and the post-test score for each student will be the average of the three above-named subtests: E2VA, E2SA and E2AC. Each pre-test score will be subtracted from its corresponding post-test score to determine the gain percentage. Means and standard deviations will be computed and listed. A correlated t-test will be performed to determine whether the change from pre- to post-test is statistically significant. The results will be reported on Mailed Information Form (M I R) Section III, Item 45A to the New York State Education Department.

Evaluation Objective #4. (Process Implementation). To determine whether all components of the project have been implemented, and whether they have functioned adequately and without discrepancy as described in the Project Proposal and this design.

Method and Procedures: By means of on-site observational analysis and interviews, the research person(s) or consultant(s) will determine whether the program components are operational as called for. Among these are the following:

1. Whether the full number and kinds of students are participating in the program, and remain on register from trimester to trimester.

2. Whether the Urban Prep School rules are enforced, particularly the mandated attendance feature with 10 absences requiring suspension and parental interview, and with adherence to the formula relating lateness and cutting to absence accumulation.

3. Whether the testing schedule is adhered to and all students are tested according to the foregoing schedule. And whether final examinations that correspond to the curriculum are given in all subjects at the end of each trimester. Included in this observation of testing functions is to be the observation that the policy of administering "In-House" testing as pre- and post-tests for every subject course, in addition to Final Examinations, has been abandoned.

4. Whether the language laboratory facility is properly equipped and is in full and regular use as part of the remedial English and bilingual communications skills programs.

5. Whether individualization of instruction and small group instruction (including subgrouping) is taking place to a significant extent, as opposed to lock-step, recitation-discussion and lecture as traditional modes of classroom instruction.

6. Whether a healthy esprit de corps is facilitating a high level of cooperation among the public and private funding sources; among and between teaching staff, administrators and streetworker faculty; and, whether the alternative school is relating adequately to the community.

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IV EVALUATION BUDGET

Project Budget Total	$ 40,707.
Evaluation Reserve @ 5% of Project Budget	2,035.
1 Research Person 12 Days @ $100 per day	1,200.
1 Steno-Typist, 10 Days @ $ 30 per day	300.
Tests, Test Materials & Data Processing	300.
Final Report Printing Costs	200.
Impresst Fund	35.
TOTAL COST =	$ 2,035.

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